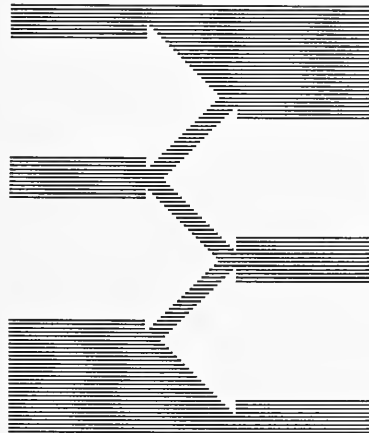




TRADE '86 Conference Report



Report of the December 1986
National Meeting of the
Training Resources and Data Exchange

Prepared by the
Federal Emergency Management Agency
National Fire Academy
Field Programs Division





Federal Emergency Management Agency

Washington, D.C. 20472

Dear Conference Participants,

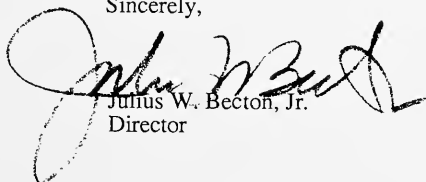
On November 30, 1986, one hundred and fifty-seven representatives of State, Metropolitan and Military fire training organizations from throughout the Nation met at the National Fire Academy (NFA) for the second Training Resource and Data Exchange (TRADE) National Conference. This historic event marked the coming of age of TRADE as an effective and successful program to foster the exchange of ideas, programs, and curricula among and between Federal, State, and local fire training organizations.

The many new ideas and innovative programs shared during TRADE '86 have enriched the curriculum-planning and instructional programs of fire training organizations throughout the Nation. The input from the conference participants to NFA and the Federal Emergency Management Agency's curriculum planning efforts will provide vital and continuing guidance to Federal fire training programs for many years to come.

During the time of the TRADE '86 Conference, I also had the personal satisfaction of administering the oath of office to the Academy's new Superintendent, W. M. Neville, Jr. I was especially pleased that the conference participants were able to share with me in this important event. Your presence symbolized for me the spirit of partnership and cooperation, across all levels of government and public service, that is the true backbone of our Nation's fire training efforts and initiatives.

It is with great pleasure that I congratulate you on your landmark achievements in building and fostering the ever-growing national TRADE network. Through your combined efforts, we may all join together - at all levels of government throughout the United States - to continue to strive for excellence in training, education, and service to America's firefighters and emergency services personnel.

Sincerely,



Julius W. Becton, Jr.
Director



Preface

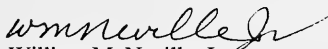
It is with great pleasure that I present to the membership of the Training Resources and Data Exchange (TRADE) this report of the second national TRADE Conference, held here at the Academy in December, 1986.

TRADE is a unique and very exciting opportunity for the nation's fire training organizations. It is also an important responsibility for all of us. I would like to underscore my personal commitment that the Academy will, in the years to come, maintain a close and attentive relationship with the membership of TRADE. This commitment includes our continued efforts to support and encourage the exchange of local training programs and ideas through the TRADE networks, and our resolve to listen closely to the feedback and guidance that the TRADE membership can provide to Academy programs and initiatives.

The many ideas and suggestions offered to the Academy by the participants of TRADE '86 have already had a significant impact on Academy planning. Some of the program changes that have already been implemented as a result of input from TRADE include: (1) the modularization of all NFA hand-off courses, beginning with 1987 handoff courses Preparing for Incident Command and Commanding the Initial Response; (2) the initiation of the development process for a new Leadership curriculum, for field delivery and hand-off; and (3) the establishment of first responders and response team members as the top priorities for hazardous materials training.

There are numerous other suggestions and proposals for enrichment of Academy programs and policies which resulted from TRADE '86 and which are presently being considered and evaluated. Our on-going dialogues with the TRADE membership will highlight these different issues as they are further explored and discussed.

The heart of TRADE is not the Academy. Rather it is you, the members of TRADE, and your efforts to promote the vital exchange of fire training information and knowledge between our nation's many and varied fire training organizations. This report cannot do justice to the innumerable contributions, ideas, and programs shared and offered among and between the participants of TRADE '86. This Conference, and the ever-growing national TRADE networks, reflect a true collaboration between Federal, State, and local fire training organizations. Because of the efforts and dedication of hundreds of fire training professionals and organizations from throughout America, TRADE is a dynamic and growing partnership whose time has come.....


William M. Neville, Jr.
Superintendent
National Fire Academy

Report Introduction

The programs and events of the TRADE '86 Conference were designed to serve as foundations for further growth in the Regional and National TRADE networks, and to further the goals of the TRADE concept. These goals are: to identify fire service training needs at the National and Regional levels; to recognize and promote the exchange of exemplary training programs and resources throughout the Nation; and to provide the Federal Emergency Management Agency and the National Fire Academy with guidance on how to best serve the needs of the Nation's fire service through training and education.

In support of these goals, the TRADE '86 conference included intensive regional TRADE meetings and National meetings of State, Metro, and Military TRADE groups. Attendees participated in a series of working sessions to provide National guidance and input on such subjects as the FEMA Five-Year Curriculum Management Plan, current Academy Curriculum and Deployment Planning, the Academy's Train-the-Trainer Program, and the refinement of the national TRADE network. The National TRADE-ing Post exhibit program premiered in TRADE '86, and

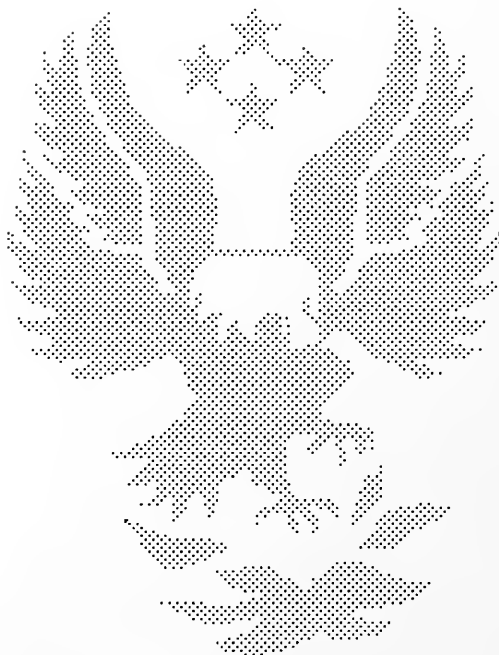
featured exhibits of exemplary programs from training organizations throughout the United States. Seven special interest seminars were presented at the conference, addressing such current fire service issues as: Women in the Fire Service; Occupational Safety and Health Programs; and the Incident Command System.

This report provides highlights of the activities and programs of TRADE '86, and documents the principal national issues and topics that were addressed by participants during the conference.

This document also represents an effort by the National Fire Academy staff to commemorate and honor the efforts and achievements of the nation's fire training professionals in creating and building the national Training Resources and Data Exchange networks. The report was coordinated and prepared by William D. Lewis, Senior Education Specialist, Field Programs Division, National Fire Academy, under the direction of J. Faherty Casey, Deputy Superintendent, Field Programs Division, National Fire Academy.

Report Index

NATIONAL MEETINGS.....	1
State Directors of Fire Training.....	2
Metropolitan Fire Department Training Officials.....	7
Military Fire Training Systems.....	8
CONFERENCE SESSIONS AND SURVEYS.....	9
FEMA Five-Year Curriculum Management Plan.....	10
NFA Curriculum Development and Deployment.....	11
Train-the-Trainer.....	13
Refining TRADE.....	14
Additional Surveys.....	17
SPECIAL CONFERENCE EVENTS.....	19
New Superintendent.....	20
TRADE-ing Post.....	21
Special Interest Seminars.....	22
Conference Banquet.....	24
APPENDICES.....	25
Planner and Presenter Acknowledgements.....	27
List of Attendees.....	28
FEMA Five-Year Curriculum Plan Survey Results.....	35
NFA Curriculum Survey Results.....	43
Teleconference Survey Results.....	68
State Certification Program Matrix.....	71
Sample: Request for Student Manuals Form.....	72
Sample: Course Information Data Postcard.....	74





National Meetings

At the 1986 National TRADE Conference, time was allotted for the State Directors of Fire Training and the Metropolitan Fire Department Training Officials to have separate group meetings to address issues of specific concern for the respective groups. Mr. Louis J. Amabili, Director, Delaware State Fire School, and Mr. Gerald Monigold, Director, Illinois Fire Service Institute, were designated as co-chairs to facilitate the State Directors' meetings. Deputy Chief Roger Ramsey, Seattle Fire Department, and Battalion Chief John Nunes, Tucson Fire Department, were designated as co-chairs to facilitate the Metropolitan Fire Department Training Officials' meetings.

STATE DIRECTORS

The major concerns and issues of the State Directors were addressed to Superintendent William M. Neville, Jr., in the form of a letter signed by all but two of the attending State

Directors, or their representatives. Following is a copy of the State Directors' letter and Superintendent Neville's response.

State Fire Training Directors

William M. Neville, Jr., Superintendent
National Fire Academy
Emmitsburg, Maryland

Dear Superintendent Neville:

On December 4, 1986 the undersigned State Fire Training Directors met at the National Fire Academy in Emmitsburg, MD. During this meeting several areas of concern were identified and discussed. We are forwarding to you a list of statements covering these concerns for your study and action. A written response to these concerns is respectfully solicited within a period of 60 days of your receipt of this communication.

Our concerns in regard to the National Fire Academy are as follows:

1. Statutory responsibility for curriculum development and approval is the sole responsibility of the Superintendent of the National Fire Academy. It appears the current organizational structure of FEMA is in conflict with the statutory mandate of the National Fire Academy as specified in Public Law 93-498. It is the position of the State Fire Training Directors that the Superintendent of the National Fire Academy should exercise his role as specified in the current law. Roles need to be clarified immediately.
2. The current selection program for adjunct faculty is inadequate. We recommend that a more stringent and rigorous process for the uniform selection of highly qualified adjunct faculty be developed for resident and field programs of the National Fire Academy.
3. There is an immediate need to change the current student selection criteria to make the process more equitable. The current procedure (first come-first serve; two per department per course; one trip per year; etc.) does not allow for equal opportunity for qualified students to attend the National Fire Academy.
4. There is a need to continue to evaluate the quality of resident programs at the National Fire Academy. The quality of the courses must keep abreast of the changes in technology and techniques. The National Fire Academy should institute a system for a periodic update and revision of the curriculum of resident courses.
5. Quarterly reports on National Fire Academy resident course attendance by state should be sent directly to each individual State Fire Training Director. There is also a need to develop a separate report of National Fire Academy resident course admission and rejection data by state. This report should be shared with all State Fire Training Directors.
6. There is some conflicting conceptions among State Fire Training Directors over the current procedures for the delivery of Train-the-Trainer programs for the National Fire Academy. There is a need to develop and distribute to all State Fire Training Directors a current policy statement on Train-the-Trainer programs, and a procedure on the use of these materials.

7. We encourage the National Fire Academy to share with State Fire Training Directors all course materials of all resident programs. A written procedure should be established on this matter and distributed to all State Fire Training Directors.
8. We have a concern over the current status and function of the National Fire Academy Board of Visitors. We ask for a clarification of the present role and status of the Board of Visitors and that all State Training Directors be sent the periodic reports (i.e. minutes or proceedings) of this group.
9. We would strongly encourage the National Fire Academy to deliver and support the delivery of selected resident courses in the field in cooperation with the State Fire Training Directors.
10. Current graduates of the resident hazardous materials courses at the National Fire Academy return to their department or organization with a false sense of being an "expert" in hazardous materials. This misconception, implied or intended, must be clarified to all students in this program and their sponsoring agencies.
11. We question the value and effectiveness of the 13 week fellowship program at the National Fire Academy and recommend that it be discontinued immediately.
12. The proposed hazardous materials team member course includes plans for extensive hands-on practical skills training. It is inappropriate for the National Fire Academy to conduct this type of skills training as a resident program at the National Fire Academy. We support the development of this program as a hand-off training package to the state and metro training programs.

Thank you for your consideration of these concerns. We look forward to the continuation of our working relationship to improve the quality of our National Fire Academy.

Sincerely,

cc: James P. McNeill, Associate Director
National Fire Academy Board of Visitors
All State Fire Training Directors

Response to State Directors from NFA Superintendent William M. Neville, Jr.



Federal Emergency Management Agency

National Emergency Training Center
Emmitsburg, Maryland 21727

February 19, 1987

Dear

This is in response to a letter forwarded to me over your signature. Please forgive the tardy response, but as you no doubt understand, I have been "swamped" with many matters during my first few weeks at the National Fire Academy (NFA).

Before I begin to respond to the specific points in your letter, please allow me to make a general statement. I sincerely appreciate receiving your comments, and I want to maintain an open line of communication with State Fire Training Directors, and that means both ways. May I suggest, however, that you include in your critiques, more substantive statements of rationale and recommended systems' changes.

Your concern about curriculum development I assume relates to the specific powers given to the Superintendent in Section 7 of our Public Law, and a proposed statement of functions for the National Emergency Training Center's Office of Programs and Academics. I am aware of the perceived conflict, and I have discussed it with the Associate Director of Training and Fire Programs. I consider my responsibility for curriculum development to be of the highest importance, and in discussions with the Associate Director have been assured that my responsibility is not and will not be superseded.

I share your concern about the adjunct faculty selection process, and I have established a review of these procedures as a priority item. You need to understand that there is a distinction in the selection process between "resident" and "field" adjuncts. Are you indicating dissatisfaction with current processes? It is my understanding that the current procedures did receive input from some members of your group and that the State Fire Training Directors are part of the selection process. I request that your group forward to me your specific recommendations for a revised selection process.

I also agree with your concern regarding the student selection criteria. I, therefore, request that your organization forward to me your specific recommendations on a student selection process including criteria for selection.

Again, I am in complete agreement with your concern regarding the need for periodic update and revision of resident course curricula (I have similar concerns for the field courses). I will be instituting a study to determine whether or not the number of courses offered should be reduced in order to provide sufficient staff time for such updates. It is my opinion that such updates and revisions should be managed by responsible NFA instructional staff. I would be interested in any specific concerns you have.

I believe your request for resident course attendance data is reasonable and I will request staff to make recommendations for such a system. The exact information to be contained in that report will be developed by NFA staff and submitted to your organization for comment. I would be interested in your reasons for having rejection data since that data would require significant staff effort to recover.

I have directed the Field Program Deputy Superintendent to distribute to State Fire Training Directors (as well as Metro Training Chiefs) a policy statement on Train-the-Trainer Programs. I have a personal concern regarding our ability to adequately monitor these programs and encourage your specific input on this subject. I have also been told that certain trainers do not exhibit adequate understanding of the subject matter. Again, I would appreciate your input on known instances.

In reviewing your request to share "all course materials of all resident programs," it is unclear to me as to exactly what is being requested or why. As you may or may not know, certain materials used at NFA are utilized under specific permission from authors who have copyright protection for slides, video tapes, graphs, etc. In these instances, we are severely limited as to our ability to share them with other persons. Further, there would be some significant expense in making copies for all State Fire Training Directors and Metro Fire Training Directors. I would appreciate some clarification of your concern on this matter.

I share your concern over the function of the National Fire Academy Board of Visitors (BOV). For your information, the Director of the Federal Emergency Management Agency has been requested by the Associate Director in charge of Training and Fire Programs to review a modified Charter. I have been asked for direct input on the matter and have provided that input. We recently held a BOV meeting, and the Board members also expressed concern for a clearer definition of their role and function. I consider the BOV to be an important adjunct to our mission, and want to work with them in establishing a useful and supportive role. We plan to make appropriate distribution of the Board's actions and activities and the distribution will surely include the State Fire Training Directors.

I am delighted with your encouragement to offer selected NFA resident courses in cooperation with State Fire Training Directors. For your information, we are at this time considering such an offering in early, 1987, as a test of the ability to transfer these programs in this manner. You will be made aware of the results of this test. You may be aware that two previous tests were less than successful in the view of NFA staff.

Your concern regarding graduates of the hazardous materials course is shared by staff at the NFA. I must in all candor advise you that I am even more concerned by the lack of a training standard for hazardous material responders and regulators throughout our country. It is my understanding that the National Fire Protection Association is now involved in the development of such a standard, that effort is certainly welcome by me, however, there is no guarantee that someone meeting that standard will be adequately trained to meet every situation. Further, I think you will agree with me that there are other areas within the fire service that share the problem of "self-proclaimed experts."

Your eleventh (11th) item causes me some concern. The 13 week fellowship program, as such, was terminated some time ago. I assume you are referring to what is now termed "Command and Staff" program. Although there are good reasons for evaluating and improving this program, and we are, I do not accept your recommendation to discontinue the program. We have received very favorable comments from the recent participants of this program and from their superiors, who do not agree with your recommendation. I do not know your reasons for wanting to discontinue the course and would like to receive them in further detail.

At this time, I find that I do not agree with your position that it is inappropriate for NFA to conduct hands-on practical skills training. I assume that your concerns arise from the original concept for the NFA not to compete with or duplicate existing State and local training efforts and that the Academy was not intended to be a "hands-on" training facility. However, I believe it quite appropriate for NFA programs to include whatever type of training is necessary during development phases of educational courses. I believe that it may be necessary for this institution to be a "model" for other training facilities where more sophisticated training equipment is essential. I do agree that in the long run, such training will necessarily have to be absorbed by State and local training programs.

Thank you for your concern for the National Fire Academy. Without your input and efforts this Academy could and would not exist. Please feel free to individually or as an organization call or communicate by letter with me at any time with the full knowledge that your input is sincerely valued.

Sincerely,

W. M. Neville, Jr.
Superintendent
National Fire Academy

METROPOLITAN FIRE DEPARTMENT TRAINING OFFICIALS

The primary focus of the metropolitan deliberations could be characterized as a search for clarification with regard to student selection for on-campus resident programs and Academy procedures for selection of adjunct faculty.

Question: Does the Academy admissions procedure set forth a quota or number of positions designated for a specific State and/or department?

Response: While it is a primary objective of the Academy to assure balanced student representation from across the Nation, there are no set quotas for states or departments.

The Academy has a long-standing operational policy that an individual will be allowed only one trip to the Academy per year. However, while at the Academy, the individual may take more than one course, such as participants in the Command and Staff Program (CSP). CSP students are required to complete five resident courses over a twelve-week period.

Question: On the assumption that most resident course offerings are over-subscribed, what is the determining factor for accepting applicants?

Response: When it is determined that an applicant successfully meets the selection criteria for a specific course, he/she is placed on the acceptance class roster based upon postmark of

applications. This process is continued until all classes are filled.

STATEMENT AND RECOMMENDATIONS

A concern was stated that the acceptance of qualified students on an earliest postmark basis was unequitable. This observation was based upon the fact that all departments do not receive and distribute the Academy catalog in an expedient manner. It was also pointed out that in the larger departments the chain of command (approval authority) and process procedure require greater lead time. It was recommended that applications continue to be processed upon receipt against selection criteria, but that acceptance be postponed until a certain date; i.e., 60 days prior to class date, and that postmark of application not be the determining factor, but rather geographical distribution, fire service population, or other more equitable criteria.

As a result of this inquiry, the Superintendent is conducting a review of the entire student selection process for Academy resident courses. Any change which may result from this review will be communicated to the participating TRADE organizations, as well as published in the Academy course catalog.

Question: What are the Academy standards and procedures for selection of adjunct instructional faculty?

Response: Individuals interested in being considered for adjunct faculty appointments should indicate their interest in writing and submit their inquiry to the National Emergency Training Center, Office of Management and Administration, Procurement Division, 16825 South Seton Avenue, Emmitsburg, Maryland 21727.

Upon receipt of inquiry, a packet which explains the application procedure and sets forth educational requirements, desired level of subject-matter content experience, and instructional skill requirements is sent to the applicant.

For those applicants who indicate an interest in being considered for instructing on-site resident

FOCUS ON....

- *Student Selection for Resident Programs Courses*
- *Selection of Adjunct Faculty*

courses, his/her application is forwarded to the program chairperson responsible for the course(s) that the applicant has indicated an interest in instructing. The program chair reviews the application against the established selection criteria, makes a determination of acceptability, and notifies the applicant of the status of his/her application. This is an ongoing process, and applications are reviewed throughout the year.

For those applicants who indicate an interest in being considered for off-site field delivery, his/her application is forwarded to the Field Programs Division (FPD) for review and processing. Applications for adjunct field instructors are reviewed on an annual basis and undergo an extensive review process which considers not only the applicant's qualifications, but also the national field delivery schedule which establishes the parameters on the number of adjunct faculty required from the various geographical regions across the country.

MILITARY FIRE TRAINING SYSTEMS

For the first time, representatives from the U.S. Armed Forces attended the National TRADE Conference. Although only the Air Force representative attended the full Conference, the Navy and Marine Corps representatives were able to attend portions of the Conference. The Army representative, unable to attend, was represented by members of the Federal Fire Service Task Group.

A meeting was held with the Air Force, Marine Corps, Navy representatives, and Academy staff personnel. The military representatives confirmed the importance of TRADE; however, they felt that the primary benefits for the

military would be from active participation on the regional level rather than the national level.

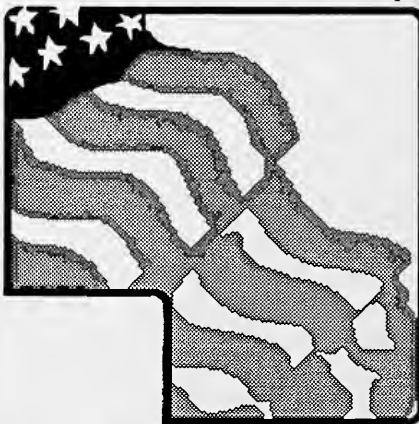
The Marine Corps and the Navy fire protection systems strongly urge their local fire departments to actively utilize State fire training programs and to develop active automatic mutual aid agreements with neighboring departments. Such agreements have fostered improved operations at emergencies

and are increasing training opportunities as well.

The Navy is actively utilizing NFA Train-the-Trainer (TtT) programs while the Air Force and the Army have also implemented, but to a lesser degree, these hand-off instructional training packages. The Marine Corps approach encourages local unit usage through State fire training systems.

It has been difficult for the Armed Forces to fully implement NFA TtT pack-

ages by virtue of their activities and the inability to designate one person as their national/international trainer of trainers. It appears likely that Coast Guard participation will be very limited, except perhaps in activities related to hazardous materials and Marine (Waterborn) firefighting, as there are no full-time fire-related personnel ratings or Coast Guard fire departments.



**ARMY
NAVY
AIR FORCE
MARINES
COAST
GUARD**



Conference Sessions and Surveys

The program for the 1986 National TRADE Conference included a series of special working sessions which addressed important Academy and TRADE program issues and policies. These working sessions focused on the long-term FEMA Five-Year Curriculum Management Plan, on short-term Academy curriculum and deployment planning, on Train-the-Trainer, and on the refinement of the national TRADE network. During these working sessions, and at other times during the conference, attendees were asked to provide feedback and guidance on these program matters through a series of questionnaires and surveys. The input provided by TRADE on these topics provides the National Fire Academy and the national TRADE network organizations with an invaluable assessment of the fire service's training needs, goals, and priorities. This input will contribute greatly to our combined efforts to better target our training activities, and to better serve the fire service at all levels of the Federal, State, and local training spectrum.

FEMA FIVE-YEAR CURRICULUM MANAGEMENT PLAN

At this working session, all members of TRADE were briefed on FEMA's mandate to develop a five-year curriculum management plan and on NFA's commitment to use TRADE (and other fire service organizations) to obtain accurate information concerning fire service training needs throughout the country.

For each region, participants formed into small work groups and were asked to (1) list the top trends likely to affect the fire service over the next five years and their impact on training needs, (2) list the most serious performance problems in the fire service and their impact on training needs, and (3) discuss the input TRADE members would like to have into the curriculum management planning process.

The predominant trend or change was the increased competition for financial resources. Seven of the nineteen small groups reported this as a trend and six of those groups ranked it as the most important trend likely to affect the fire service.

TOP TREND AFFECTING FIRE SERVICE OVER NEXT FIVE YEARS...

INCREASED COMPETITION FOR FINANCIAL RESOURCES

The predominant performance problem was a lack of management and supervisory skills, both at incident scenes as well as in non emergency periods. The need for more training in communications, interpersonal skills, leadership ability, and managerial skills was mentioned time and again.

Participants were asked for suggestions about the possibility of having TRADE provide input

regularly into the five-year curriculum planning process. Nearly every response was positive about TRADE having a role in this area. Many people said they could send representatives to NFA for a working group, although several added that they would need funding from NFA to do so.

TOP PERFORMANCE PROBLEM IN THE FIRE SERVICE....

LACK OF MANAGEMENT AND SUPERVISORY SKILLS, ON AND OFF THE FIREGROUND

This information will be provided to all NFA managers and a copy will be given to each member of any group analyzing NFA curriculum. The complete results are located in the Appendix of this report.

[illegible]

NFA CURRICULUM DEVELOPMENT AND DEPLOYMENT VALIDATION

At this working session, all members of TRADE were briefed on current NFA short-term curriculum planning for upcoming course development efforts and on specific changes in methodology and delivery formats that are currently being considered. Topics addressed in the briefing were: the proposed FPD Leadership curriculum; the proposed NFA Hazardous Materials curriculum; the proposed NFA Fire Prevention curriculum; the proposed FPD Safety curriculum, modularization of FPD courses; instructor-led versus self-study course methodology; and the use of wallet-sized course summary cards.

In regional workgroups, participants were asked to discuss and answer a series of questions addressing issues related to the proposed development projects and topics.

Leadership

Under the topic of Leadership, participants were asked (1) to assess their organization's need for the proposed hand-off courses, (2) to evaluate the capability of their instructors to deliver the courses, and (3) to prioritize proposed topics in terms of their perceived local needs.

There was an extremely strong expression of need for the proposed courses, which is not surprising in light of the earlier conclusion that the top national performance problem for training is the lack of management and supervisory skills. There was a strong expression of confidence in the ability of local instructors to teach the proposed curriculum.

**STRONG NEED
FOR THE
PROPOSED
LEADERSHIP
CURRICULUM**

Fire Prevention

For Fire Prevention, participants were asked to assess the amount of prevention and code enforcement training occurring in their jurisdiction, specifically in terms of percentage of overall training activity, and to suggest programmatic solutions to the problems of (1) low national emphasis on prevention and (2) insufficient numbers of technically qualified instructors nationally. The averaged responses, nationally, showed that 16.6% of local training activity addresses prevention at the company officer level, and 14.2% of local training activity is specifically related to fire code enforcement. These levels were perceived as significantly low by some and quite appropriate by others (given other competing training demands).

**IS NATIONAL FIRE
PREVENTION TRAINING
ADEQUATE?....**

**16.6% OF LOCAL TRAINING
ADDRESSES PREVENTION
FOR THE COMPANY
OFFICER**

**14.2% SPECIFICALLY
ADDRESSES CODE
ENFORCEMENT**

Hazardous Materials

For Hazardous Materials, an NFA curriculum proposal had been sent to participants for their review prior to coming to TRADE. During this session, participants were asked: (1) to prioritize the training audiences, described in the report, in terms of their perceived local needs; (2) to give an overall reaction to the proposed Field Programs Division (FPD) courses and to the proposed Resident Programs Division (RPD) courses; (3) to provide an open-ended analysis and review of the report and the proposed

curriculum; (4) to respond to a specific proposal to hand off the RPD Hazardous Materials Tactical Considerations course; and (5) to comment on their ability to deliver, after hand-off, the rather large number of proposed FPD hazardous materials courses. The top national priorities for hazardous materials training were First Responders, followed by Hazardous Materials Response Team Members and Officers. The overall reactions to the proposed on- and off-campus curriculums were mildly positive. Many participants expressed the concern that the program was too ambitious and required too many new courses. This was also reflected in some expression of reservations about having the resources locally to deliver all the courses. There

**TOP TRAINING TARGETS
FOR NFA HAZARDOUS
MATERIALS CURRICULUM...**

- 1. FIRST RESPONDERS**
- 2. HAZ MAT RESPONSE
TEAM MEMBERS**
- 3. HAZ MAT RESPONSE
TEAM OFFICERS**

was some expression of interest in the proposal to hand off the resident Hazardous Materials Tactical Considerations course (one-third were interested, one-third not sure, one-third were not interested). The major reservations were the \$15,000 cost and the requirement to deliver the course six times a year.

Delivery Formats

For delivery formats, participants were asked to evaluate the proposal to modularize all hand-off courses, to indicate methodology preferences (self-study versus instructor-based programs), to evaluate the suitability of a resource kit package format, and to evaluate a proposal to distribute

**ONE-THIRD OF THE TRADE
ORGANIZATIONS WERE
STRONGLY INTERESTED
IN RECEIVING A HAND-OFF
OF THE RESIDENT HAZ MAT
TACTICS COURSE. THE
MAJOR CONCERNS ARE:**

- **COST**
- **REQUIRED NUMBER
OF DELIVERIES**

course summary wallet-sized plastic cards to students attending NFA hand-off courses. There was a remarkably strong, almost unanimous support for modularization of NFA hand-off courses, preferably in segments 1 to 3 hours in length. The resource kit format was well received as a component to be combined with traditional instructional packaging. There was no clear preference for instructional methodology formats (self-study versus computer-based versus instructor-based).

**ALMOST UNANIMOUS
REQUEST FOR
MODULARIZATION OF
HAND-OFF COURSES**



The complete results are located in the Appendix of this report.

TRAIN-THE-TRAINER Student Manual Support Program and Train-the-Trainer Delivery Reporting

At this working session, a short presentation was made on the Academy's Student Manual Support Program and Train-the-Trainer (TtT) reporting. It focused on how an authorized, eligible, and participating State/Metro fire training system gets TtT Student Manuals and reports the number of instructors and end-users reached.

Referring to two forms, the brief presentation was designed to cover:

(A) The "Request for Student Manual" form (February 1987), used for requesting Student Manuals at least 45 days prior to the start of a scheduled State/Metro delivery of a TtT course, and

(B) The use of the "Course Information Data" card (FEMA form 16-13, 5/84; postcard) to transmit information to the Academy about participants reached (see copies of these forms in the Appendix of this report).

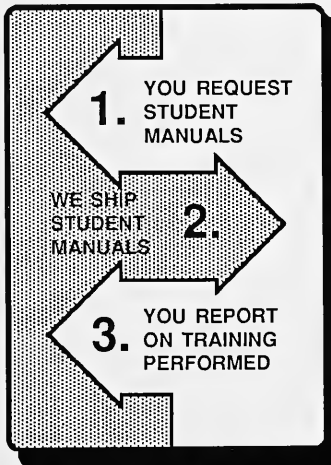
Many at the TRADE conference felt that actual utilization of NFA TtT instructional packages is vastly under-reported. There were several reasons noted for unreported usage. NFA hand-off instructional materials are often modified, frequently used only in part as a shorter program, and often assimilated into pre-existing state and local training curricula, in which the usage is not reported because the materials become a component of a different or larger course or program.

While utilization of course packages as designed is recommended, it is recognized that training needs, resources and capabilities vary. It is the Academy's objective to provide training and educational materials which strengthen and supplement fire training at the state and local

level. It is also the Academy's responsibility to demonstrate that these materials are being utilized. For this reason, it is important that participating agencies report material usage to the Academy.

It is Academy policy that any significant usage of hand-off instructional materials in a training event is reportable as a "delivery". This includes such variations as teaching a component or unit of a hand-off course in a two-three hour training

session, and using the material as components in the delivery of a different course (where the usage of hand-off course materials, visuals, slide-tapes, videos, and/or exercise materials makes an important or worthwhile contribution to the program). It is not necessary that all the material be used at any one time, or that it be used in any given sequence, to merit reporting as a "delivery". Any significant usage of hand-off course materials in support of existing state and local training programs is reportable to the Academy as a measure of utilization.



It was stressed that only TtT Student Manual requests from authorized, eligible and participating agencies (i.e. State/Metros who participate in the annual NFA TtT program) will be honored. After initial shipments of manuals, agencies are monitored by NFA to ensure utilization before additional shipments are sent.

It assists the Academy staff greatly when requests for Student Manuals are submitted on a quarterly basis. All planning, printing, stocking, and shipping activities are based on these quarterly requests.

REFINING THE TRADE PROCESS

In this session, all members of TRADE gathered in regional work groups to address ways and means of improving the TRADE process, network, and programs. Each regional work group was given three objectives: (1) to analyze recommendations for refinement; (2) to address the issue of accelerated hand-off of Field Programs Division course packages within one year of original pilot test; and (3) to address the issue of the delivery of Resident Programs Division courses in the TRADE regions.

OBJECTIVE I: Analyze TRADE Network/ process and develop recommendations for refinement

Recommendations from the ten regions focused on two areas: (A) improving the TRADE networks/process; and (B) improving the National TRADE Conference.

Improving TRADE Networks/Process

Attendees made 14 recommendations for improving the TRADE network/process. Of these, two recommendations were the strong consensus of all the regions.

1.The Chief Executive Officers (CEOs) and Training Officers should be included in future national/regional TRADE meetings/activities.

2.Widespread information dissemination through various mediums should be accomplished. Some suggestions were to:

- provide quarterly regional/national newsletter
- develop public relations campaigns to advertise and publicize TRADE activities
- provide overviews of TRADE activities through national publications
- provide TRADE information packets at national fireservice conferences
- create an NFA/TRADE electronic bulletin board and electronic library data base

Improving the TRADE Conference

There was a strong consensus that the National TRADE Conference should be conducted annually. Additional recommendations for improving the national TRADE conference were:

- attendance by CEO and Training Officer via stipend
- invite media to attend/cover TRADE conference
- limit conference contents to most current topics
- provide more opportunity for extended dialogue between state/metro systems
- more emphasis on exchanging ideas/ resources
- continue with TRADE-ing Post to include: Regional Training Resource Catalogues, schedule visual presentations, list available training materials in advance.

1. RECOMMENDATIONS FOR REFINING.....

....THE TRADE PROCESS

***1. INCLUDE CEO'S AND
TRAINING OFFICERS IN
FUTURE NATIONAL AND
REGIONAL MEETINGS.***

***2. EMPHASIZE WIDESPREAD
DISSEMINATION OF
INFORMATION***

....THE NATIONAL CONFERENCE

***3. CONDUCT THE
NATIONAL TRADE
CONFERENCE
ANNUALLY***

OBJECTIVE II: Address the issue of accelerated hand-off of Field Programs Division course packages within one year of original pilot test.

The regional work groups were asked to articulate the advantages and disadvantages of accelerated hand-off of NFA course packages, and to make recommendations for the role that TRADE could play in such a program.

Advantages

These advantages echo previous TRADE conference concerns regarding the time it takes NFA to develop, pilot-test, refine, and hand-off field courses. The first and most distinct advantage listed was that of saving time and money; specifically monies on adjunct faculty. Fewer pilots and field tests of courses would mean less money expended on adjunct contracts. Second, it was felt that "acceleration" of hand-off would put the courses in the user's hands in a more timely manner and would reduce/eliminate duplication of efforts by State/Metro, and NFA developers. Through this "cost-saving" recommendation, it is believed that a reallocation of financial resources from direct delivery to course development would allow for more courses to be developed and handed off.

Disadvantages

The most prominent disadvantage for accelerated handing-off of field courses was loss of quality. It was felt that with a reduced field test period, the quality of "finished" courses would be sacrificed. This was based on the belief that an accelerated schedule would greatly diminish content fine-tuning and loss of deliveries now enjoyed at State/Metro level. As another disadvantage, it was agreed that the potential to overload existing delivery systems was very real. Also, it was noted that without additional staff resources the NFA could lose control and experience decline in quality of service to State and local delivery systems.

Role of TRADE

The predominant recommendation, insofar as TRADE's role in the acceleration of hand-off courses, is to utilize the TRADE network for its content expertise in the initial course development phase, followed up by pilot and regional TRADE field-testing. It is also the opinion of the TRADE

groups that this could easily be accomplished on a "rotating" pilot-test basis from region-to-region, or to pilot-test at NFA with field tests limited to one per TRADE region.

Included with this role would be the modularization of each course, coupled with regional input on trends and needs in the fire service on a regular basis.

II. ACCELERATED HAND-OFF

PROS....	<ul style="list-style-type: none"> • SAVE TIME AND MONEY • MORE TIMELY COURSES
CONS....	<ul style="list-style-type: none"> • LOSS OF QUALITY • OVERLOAD EXISTING DELIVERY SYSTEMS
ROLE OF TRADE....	<ul style="list-style-type: none"> • DEVELOPMENTAL INPUT • REGIONAL FIELD-TESTING

OBJECTIVE III: Address the issues of the delivery of resident courses in the TRADE regions.

Over the past several years, the interest level and number of requests for certain NFA resident courses to be conducted in the "field" have increased. The regional work groups were asked to address the issues of the delivery of resident courses in TRADE regions; specifically the advantages, disadvantages, consideration of the financial and resource support challenges and the Academy's role, the delivery format, and TRADE role.

Advantages

In review of the regional report-outs, the advantages were identified in three (3) categories. These are:

- cost savings
- expanded opportunities for student participation
- regional cooperation

Conference Sessions and Surveys

Under "cost savings," three distinct advantages include (1) the NFA paying all costs, thereby saving the State/Metro direct delivery costs, (2) reduced cost of stipends currently absorbed by the Academy for resident attendance, and (3) less expense to the student.

Under "expanded opportunities for student participation," the focus was on the need to get more instructional materials and course delivery opportunities out in the field; to increase the opportunity for student attendance in resident courses by State/Metro, and to put expertise on a given subject matter in the field that is not presently available elsewhere.

Advantages of "regional cooperation" were the broadest of the three categories, listing the following: reduction/elimination of NFA registration/selection process; improvement of regional cooperation/interaction; reinforcement of networking; provision of regional focus; enhancement of public relations for NFA; and provision of latitude in scheduling.

Disadvantages

As with the advantages, the disadvantages were also identified as being in three (3) general categories:

- workload
- learning environment
- resources

It was the consensus of the work groups that through any delivery of resident courses in the field, additional workloads would increase for NFA staff and for regional State and local training personnel who are already operating under heavy workloads.

An important component of the learning environment currently enjoyed at NFA is the national communication and interaction among students. Local or regional course deliveries would not be able to replicate this national melting pot of ideas and perspectives. The disadvantage of field delivery of resident courses would be the loss, to the student, of professional interaction and exchange of ideas within a national group of peers.

There were several disadvantages posed by the problem of resources. Local deliveries would not

have the benefit from the existing laboratories and Learning Resource Center at NFA, so there would be some loss in the quality of instruction. Additional problems were the concern of potential loss of student stipends for the "local" user, and the possibility of increased costs to state, local and NFA entities.

Role of TRADE

The considerations for financial and resource support challenges, NFA role, and delivery format were all grouped under the role of TRADE considerations for the delivery of resident courses in the TRADE regions.

The challenges/considerations in the financial/resources area included (1) financial assistance to regions to cover costs of resident course delivery, (2) administrative and facility assistance (State and local), (3) stipends for local deliveries, (4) combination of resources of NFA and State systems to deliver courses, and (5) provisions to furnish instructional materials and instructors for field courses.

"Delivery format" included regional support and coordination of cluster programs, delivery through the FPD, and maintenance of present quality. The specific consensus on the role of TRADE was "...assistance in selecting courses, scheduling, and instructor identification" followed by "...do not deliver resident courses in the field."

III. DELIVERY OF RESIDENT COURSES IN REGIONS

PROS....

- COST SAVINGS
- EXPANDED OPPORTUNITIES
- REGIONAL COOPERATION

CONS....

- WORKLOAD
- LEARNING ENVIRONMENT
- RESOURCES

ROLE OF TRADE....

- COURSE SELECTION
- SCHEDULING
- INSTRUCTOR I.D.

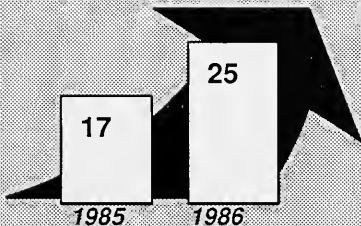
ADDITIONAL SURVEYS

STATE CERTIFICATION SURVEY

During the TRADE Conference, a survey was conducted with the Directors of State Fire Service Training agencies to identify those states which use NFA-developed hand-off courses in State certification programs. This information is important to the Academy for program planning, as an indication of the quality of course content, and as a measure of utilization at the State and local level. The State Certification Matrix is located in the Appendix of this report. In summary, this survey's results indicated 25 States presently using Academy hand-off programs in certification programs, representing an increase of 47% over 1985 levels.

NUMBER OF STATES USING NFA COURSES IN CERTIFICATION PROGRAMS

47% INCREASE
IN ONE YEAR



TELECONFERENCE QUESTIONNAIRE

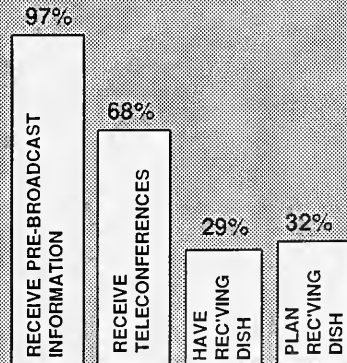
The results of the teleconference questionnaire provided interesting and important data for the Academy's future consideration in the use of teleconferencing as a mode of communications with and for the national TRADE organization.

To highlight some of the more important elements of the questionnaire, we found that 97% of the respondents were receiving prebroadcast

teleconference information; 68% of the respondents reported receiving the teleconferences directly or indirectly; 29% of the agencies have their own receiving stations (dishes) and 32% have plans to install receiving stations in the near future; fifty-five of the respondents reported that more than 12,000 personnel view the programs live or via videotape replay and 19 other agencies indicated that the teleconferences are received but could not provide an estimate of the number of personnel exposed to the programs. However, by the remarks, the numbers are expected to be rather large.

Subjects and topics requested for future teleconferences include: fire department management, hazardous materials and hazardous materials safety, firefighter safety, wellness programs and fire service liability. Of the one hundred and fifty-seven participants in TRADE, only thirteen expressed skepticism about the use of teleconferencing as a means of communicating with the TRADE organizations, and only six felt that TRADE organizations did not have adequate access to receiving stations. A complete summary of questionnaire results can be found in the Appendix of this report.

TELECONFERENCE PARTICIPATION



PERCENTAGE OF
TRADE PARTICIPANTS



Special Conference Events

The program for the 1986 National TRADE Conference provided a number of special Conference events and seminars in support of the objectives of TRADE and also marked important milestones in the history of the Academy.

A highlight of the Conference was the opportunity for the TRADE conference attendees to attend the ceremony for the **swearing-in of new Superintendent William M. Neville, Jr.** by **General Julius W. Becton, Jr., Director of FEMA.** The 1986 TRADE Conference also marked the inception of the **National TRADE-ing Post**, a unique and highly successful concept for furthering the exchange of ideas and exemplary programs among the TRADE network organizations. Another important program introduced in this year's conference was a **series of seven special interest seminars** selected by a planning committee of the TRADE co-chairs which addressed such topics as Women in the Fire Service and Fire Service Occupational Safety and Health Programs. A final activity capping the week's events was the **TRADE banquet**, which was an enjoyable opportunity for further interaction and discussion between TRADE participants, NFA staff, and FEMA Headquarters personnel.

New Superintendent at the National Fire Academy

A highlight of TRADE '86 was the swearing-in of William M. Neville, Jr. as the superintendent of the National Fire Academy (NFA) on Thursday evening, December 4, 1986.

Julius W. Becton, Jr., Director of the Federal Emergency Management Agency, administered the oath of office to Mr. Neville before the entire TRADE community plus friends, staff, and professional colleagues.

In his remarks to the audience, Mr. Neville noted that "this is by far the most challenging, significant role I have ever undertaken." He believes that people who work outside the fire service have something valuable to offer and he intends to get them involved in the programs.

Mr. Neville also praised the NFA staff for its dedication and for putting in many hours "beyond what is comfortable."

As background, it should be noted that Mr. Neville helped coordinate the development of Fire Protection Master Planning for the U.S. Fire Administration and the NFA. He assisted in the

implementation of several programs presented in *America Burning*, but said the job is not over by a long shot because "America is still burning."

Mr. Neville had been Chief of Hayward, California, Fire Department since 1980 and had previously served more than 23 years with the Los Angeles City Fire Department.

The faculty and staff of the National Fire Academy are pleased with the appointment of William Neville and look forward, with renewed energy, to dedicating themselves to providing high caliber educational opportunities to the Nation's fire and rescue service community.



William M. Neville, Jr.
Superintendent
National Fire Academy

TRADE-ing Post

Billed as the most unique shopping mart for fire service trainers in the country, exemplary training programs from throughout the Nation were on display in an exhibit-hall atmosphere during the evenings. The exhibit featured materials developed by state fire training programs and major fire departments from across the nation, selected FEMA offices, and continuous showings of exemplary audio-visual programs.

Conceived during the TRADE Conference Planning Meeting, this was the first time that the National Fire Academy had undertaken such an event. TRADE-ing Post exhibits had to be training/education-related or have significance to the missions of State/Metro fire training agencies. No commercial vendors were invited.

Many innovative programs were "shared" in both printed and audio-visual formats. Examples included:

- A. Newly developed training manuals/courses.
- B. Recently identified "region exemplary packages".
- C. Videotape and slide/tape presentations about organizations which exhibited new ideas, training efforts resulting in improved safety techniques, actual footage from emergency scenes, etc.

EXHIBIT REQUIREMENTS....

- TRAINING AND EDUCATION RELATED**
- SIGNIFICANT TO MISSIONS OF THE TRAINING AGENCIES**
- NO COMMERCIAL VENDORS**

KINDS OF EXHIBITS....

- SAMPLES OF COURSE MANUALS**
- EXEMPLARY CURRICULUM PACKAGES**
- VIDEO AND SLIDE-TAPE PRESENTATIONS**
- HAND OUT DESCRIPTIONS OF INNOVATIVE TRAINING APPROACHES**
- DISPLAY BOARDS AND SIGN-UP SHEETS**

- D. One-page descriptions of innovative approaches used to solve training challenges, descriptions of training activities/calendars, etc.
- E. Display boards as used at state fire conferences and meetings.
- F. Sign-up sheets to get copies of "one only" display items (orders were taken for back-home mail out of exemplary programs that were too large to have been stocked in a regional booth).

In addition to individual State/Metro exhibits presented on a regional basis, a number of National Emergency Training Center program offices participated, including the National Fire Academy, Emergency Management Institute, Office of Programs and Academics; U.S. Fire Administration; Media Production Center; Learning Resource Center, and the Office of Admissions. Envisioned as a "show and tell," the TRADE-ing post also included displays from the Armed Services and the National Wildfire Coordinating Group.

Special Interest Seminar Report

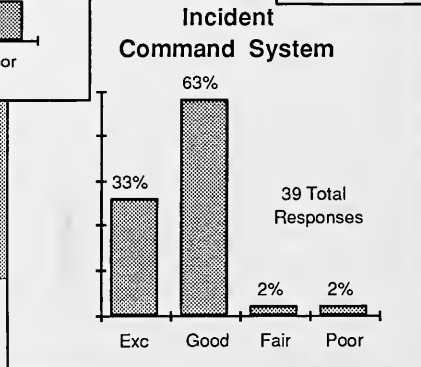
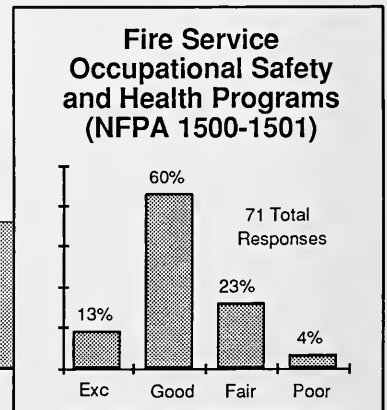
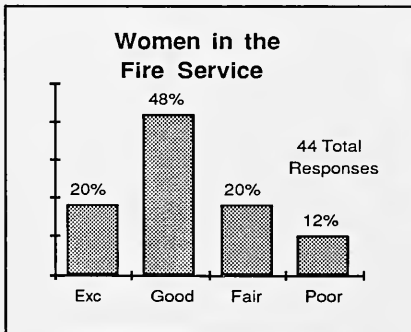
The TRADE Planning Committee chose Special Interest Seminars to be presented during the conference. The topics for these seminars were selected on the basis of national concern. The seven individual subjects identified for seminar presentation were:

- Incident Command System (ICS)
- Fire Service Occupational Safety and Health Programs (NFPA 1500-1501)
- Live Fire Training Evolutions in Structures (NFPA 1403)
- Employee Assistance Programs
- Integrated Emergency Management System (IEMS)
- Women in the Fire Service
- Marine Firefighting

The Academy appreciates the spirit, professionalism and willingness displayed by the workshop presenters who were a part of the TRADE conference. They had approximately three to four weeks to plan their presentations, and in almost every case, the presenters had to communicate with a co-presenter strictly via telephone. For anyone who has not had this

challenge, it is not an easy task; especially if one has never met his/her co-presenter. Given this situation, the evaluations indicated 79% of the workshop attendees were pleased with the workshops while 21% did not feel the workshops were of the quality they expected or that the content of the workshops did not address their particular areas of interest.

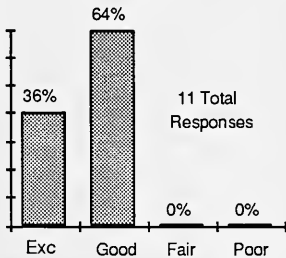
There was significant participant interest in Fire Service Occupational Safety and Health Programs (NFPA 1500-1501) and in Live Fire Training Evolutions in Structures (NFPA 1403). 53% of the attendees attended these two workshops. Women in the Fire Service drew 17% of the attendees and ICS also drew 15% of



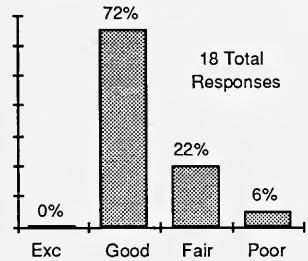
the attendees. Collectively, these four workshops attracted 85% of all attendees. With this data, an assumption could be drawn that topics relating to operations and training are of top interest. However, with the strong interest for the Women in the Fire Service workshop, it is difficult to determine if the interest was due to

operations and training or administrative/management reasons. For whatever reasons the majority of attendees were attracted to the four identified workshops, the next TRADE Planning Committee will have a good idea of what subjects should be selected for future workshops.

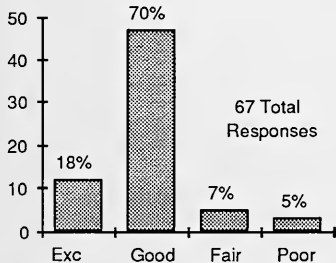
Employee Assistance Programs



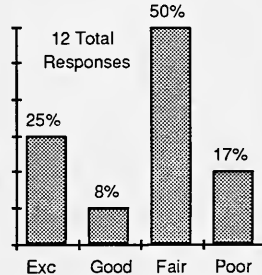
Integrated Emergency Management Systems



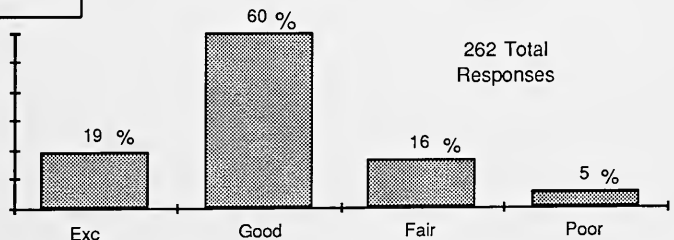
Live Fire Training Evolutions in Structures (NFPA 1403)



Marine Firefighting



Overall Evaluation of All Seminars



TRADE Banquet

TRADE participants were treated to an outstanding meal on Thursday evening which followed a social hour of relaxed and informal discussions with each other, several honored guests, and members of the FEMA staff. Following the banquet, introduction of the persons seated at the head table was made. This group included Julius W. Becton, Jr., FEMA Director, who was also the main speaker; Robert H. Morris, FEMA Deputy Director; William C. Tidball, FEMA Chief of Staff; Kristen L. Seeger, FEMA Deputy Chief of Staff; James P. McNeill, Associate Director for Training and Fire Programs; Caesar A. Roy, Deputy Associate Director For Training and Fire Programs; William M. Neville, Jr., newly sworn-in National Fire Academy Superintendent; Joseph E. Clark, National Technical Information Service Deputy Director and former Acting Administrator of the U.S. Fire Administration; Louis J. Amabili, Delaware State Fire School

Director and former member of the National Commission on Fire Prevention and Control; Edward J. Kaplan, TRADE Project Officer; and Timothy May, Master of Ceremonies.

Upon conclusion of his remarks, Director Becton introduced Superintendent Neville who recalled several important passages from the report, *America Burning*, concerning the importance and critical need for a National Fire Academy. Master of Ceremonies May ensured that all in attendance enjoyed a relaxed and light-hearted banquet program.



Julius W. Becton, Jr.
Director
Federal Emergency Management Agency

Appendices

Acknowledgement of Conference Planners and Presenters	27
List of Attendees	28
FEMA Five-Year Curriculum Plan Survey Results	35
NFA Curriculum Survey Results	43
Teleconference Survey Results	68
State Certification Program Matrix	71
Sample: Request for Student Manuals Form	72
Sample: Course Information Data Postcard	74

Acknowledgements

CO-CHAIR CONFERENCE PLANNING GROUP

- Wayne Sandford Director, Fire Training and Education, Commission on Fire Prevention and Control, Connecticut *Region I*
Renzy Hanshaw Director, Training and Education, Office of Fire Prevention and Control, New York State Department of State *Region II*
Nick Finnermore Col., Prince Georges County Fire Department Training Academy, Upper Marlboro, Maryland *Region III*
James O. Bates Training Officer, City of Tampa Fire Department, Florida *Region IV*
Gerald Monigold Director, Illinois Fire Service Institute, University of Illinois *Region V*
Robert S. Cassaday Executive Deputy Chief, Fort Worth Fire Department, Texas *Region VI*
James C. Dill Chief of Training Academy, Kansas City Fire Department, Missouri *Region VII*
Thomas J. Sanborn Coordinator, Fire Service Training, Pierre, South Dakota *Region VIII*
James L. McFadden Fire Academy Administrator, Resources Agency of California, Department of Forestry, Fire Academy *Region IX*
John Anderson Director, Washington State Fire Service Training, Olympia, Washington *Region X*

CONFERENCE PRESENTERS

- William Peterson Chief, Plano Fire Department, Plano TX
Live Fire Training Evolutions in Structures: NFPA 1403
Garnet Schenk Chief Instructor, Ontario Fire College, Ontario Canada
Live Fire Training Evolutions in Structures: NFPA 1403
Robert Barnard, Ph.D. Washington State Fire Service Training, Olympia WA
Marine Firefighting
Mike Foley Instructor, Texas A&M University, College Station, TX
Marine Firefighting
Michael Franchini Lt., U.S. Coast Guard, Headquarters, Washington, D.C.
Marine Firefighting
Darl McBride Battalion Chief, Washington D.C. Fire Department
Fire Service Occupational Safety and Health Programs and Fire Department Safety Officer Requirements: NFPA 1500-1502
Gordon Routley Asst. to the Chief, Phoenix Fire Dept, AZ
Fire Service Occupational Safety and Health Programs and Fire Department Safety Officer Requirements: NFPA 1500-1501
James L. McFadden Administrator, California Department of Forestry Training Academy, Ione, CA *Incident Command System (ICS)*
Steve Brown Chief, Butte County Fire Department, CA
Incident Command System (ICS)
Dennis Compton Assistant Chief, Phoenix Fire Department, AZ
Employee Assistance Programs
Elizabeth Jackson Redding Firefighter, Prince Georges County Fire Department, MD
Employee Assistance Programs
Philip McDonald Emergency Management Institute, FEMA
Integrated Emergency Management System (IEMS)
Paul Boecker Chief, Lisle-Woodridge Fire Department, Lisle, IL
Integrated Emergency Management System (IEMS)
Lynn Oliver Chief, Mercer Island Fire Department, WA
Women in the Fire Service
Rose Conroy Captain, Davis Fire Department, CA
Women in the Fire Service
Harry Diezel Chief, Virginia Beach Fire Department, VA
Women in the Fire Service

**1986 National TRADE Conference
Participating Organizations and Attendees**

Region I

Organization

Attendee

CONNECTICUT

New Haven Fire Department	Deputy Chief Matthew J. Lyons
Hartford Fire Department	Deputy Chief Thomas Williams
# Connecticut Fire Training and Education	Director Wayne Sandford (TRADE Co-Chair)

MAINE

# Maine Fire Training and Education	Deputy Administrator John Nadeau (TRADE Co-Chair) * Administrator Stephen Hasson
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MASSACHUSETTS

Boston Fire Department	Deputy Chief Nino Tramontozzi
Springfield Fire Department	Chief Raymond Sullivan
# Massachusetts Fire Academy	Deputy Director Fred Piechota

NEW HAMPSHIRE

Manchester Fire Department	Deputy Chief Peter DeNutte (TRADE Co-Chair)
# New Hampshire State Fire Training	Chief Joseph Kane

RHODE ISLAND

Providence Fire Department	Deputy Chief Gilbert McLaughlin
# Rhode Island Fire Academy	Director Ronald Jones

VERMONT

# Vermont Firefighters Association	Assistant Supervisor George S. Gibby
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Region II

Organization

Attendee

NEW JERSEY

Jersey City Fire Department	Deputy Chief George Milne *Chief John Mullins
# New Jersey Fire Safety	Assistant Supervisor August Brummer

NEW YORK

Buffalo Fire Department	Battalion Chief Alfred Mehlretter
Fire Department City of New York	Director Donald Burns
Rochester Fire Department	Deputy Chief Lawrence Peters
Nassau County Fire Academy	Instructor Thomas Rahilly
Suffolk County Fire Academy	Deputy Director James Johnson
Syracuse Fire Department	Deputy Chief James Mitson
# New York Fire Prevention and Control	Director Renzy Hanshaw (TRADE Co-Chair)

State Fire Service Training Agency

* Secondary Attendee

Region III*Organization**Attendee***DELAWARE**

# Delaware State Fire School	Director Louis Amabili
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DISTRICT OF COLUMBIA

District of Columbia Fire Department	Deputy Chief Philip Matthews
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MARYLAND

Anne Arundel County Fire Department	Captain Ronald Biermann
Baltimore City Fire Department	Chief Thomas Baginski
Baltimore County Fire Department	Deputy Chief Thomas Caltrider
Montgomery County Fire/Rescue Services	Training Officer Mary Beth Michos
Prince Georges County Fire Department	Lt. Col. Nicholas Finamore (TRADE Co-Chair) * Maj. Frank Colea
# Maryland Fire and Rescue Institute	Director John Hoglund

PENNSYLVANIA

Philadelphia Fire Department	Director James Meskill
Pittsburgh Fire Department	Deputy Chief John Moran
# Pennsylvania State Fire School	Co-Administrator David Witmer * Administrator Robert Grening

VIRGINIA

Fairfax County Fire and Rescue Department	Lt. Michael Neuhard * Battalion Chief Charles Rose
Norfolk Fire Division	Fire Marshal Carl Welch
Richmond Bureau of Fire	Training Officer Thomas Edwards
Virginia Beach Fire Department	Battalion Chief James Kellam

WEST VIRGINIA

Charleston Fire Department	Chief Ira Gunter * Deputy Chief Raymond DeBolt
# West Virginia Fire Service Extension	Program Leader Everett Perkins

Region IV*Organization**Attendee***ALABAMA**

Mobile Fire Department	Battalion Chief Stephen Dean
# Alabama State Fire College	Director Robert Hagler * Coordinator Robert Nix

State Fire Service Training Agency
* Secondary Attendee

Appendix: List of Attendees

FLORIDA

Metro-Dade County Fire Department	Coordinator James Fitzgerald
Palm Beach County Fire and Rescue	Division Chief John Sluth
Tallahassee Fire Department	Department Chief John Roberts
City of Miami Fire Department	Training Chief Donald Joyce
Orange County Fire Department	Battalion Chief Frank Montes d'Oca
Tampa Fire Department	Division Chief James Stokes
# Florida State Fire College	Bureau Chief Fred Stark (TRADE Co-Chair) * Administrator Elianne Sorel

GEORGIA

Atlanta Public Safety/Bureau of Fire	Chief Training Officer Charlie Duncan
DeKalb County Fire Department	Deputy Director Scott Wilder
Fulton County Fire Department	Battalion Chief Ted Chupp * Battalion Chief Gene Holbrook
Gwinnett County Fire Service	Chief Training Officer Steve Bowles

KENTUCKY

Louisville Division of Fire	Chief Training Officer Roy Higdon
# Kentucky State Vo-Ed Training	Coordinator Jack Trautwein

MISSISSIPPI

# Mississippi Fire Academy	Coordinator William Warren
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NORTH CAROLINA

Charlotte Fire Department	Supervisor Francis Killian * Deputy Chief Howard Wilson
# North Carolina Fire Training Services	Director Ken Farmer

SOUTH CAROLINA

# South Carolina Fire Academy	Director Joseph McDonagh
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TENNESSEE

Memphis Fire Department	Chief Training Officer James Fleming
Chattanooga Fire Department	Chief Marvin Day

Region V

Organization

Attendee

ILLINOIS

Chicago Fire Department	Director George Malik
# Illinois Fire Service Institute	Director Gerald Monigold (TRADE Co-Chair)

INDIANA

Indianapolis Fire Department	Deputy Director David Cutshaw
# Indiana State Fire Training	Director Stanley Gibson

MICHIGAN

Detroit Fire Department	Administrator John Reardon (TRADE Co-Chair)
# Michigan Firefighter Training	Executive Secretary Richard Powell

State Fire Service Training Agency

* Secondary Attendee

TRADE '86 Report

MINNESOTA

Minneapolis Fire Department	Deputy Chief Ray Luniewski
St. Paul Fire Department	Training Officer Gary Skoglund
# Minnesota Fire and Education	Training Coordinator William Bruen

OHIO

Cincinnati Fire Department	Battalion Chief Bernard Klaene
Columbus Division of Fire	Chief William Brobst
Dayton Fire Department	Battalion Chief Tommy Milam
Toledo Fire Department	Deputy Chief Robert Schwanzl
Akron Fire Department	Deputy Chief Ralph Schueller
# Ohio Fire Academy	Superintendent Gregory Drew

WISCONSIN

# Wisconsin Fire Education and Training	Chief John Fulcher
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Region VI*Organization**Attendee***ARKANSAS**

# Arkansas Fire Academy	Director Sheldon Richardson (TRADE Co-Chair)
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LOUISIANA

Shreveport Fire Department	Chief Training Officer Dan Cotten
Jefferson Parish Fire Academy	Director George Martinsen
# LSU Fireman Training Program	Department Head Thomas Hebert

NEW MEXICO

# New Mexico Fire Marshal's Office	Director Bob Baca
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OKLAHOMA

Oklahoma City Fire Department	Chief Training Officer Tom Baggs
Tulsa Fire Department	Chief Fred Cotton
# Oklahoma Fire Service Training	Coordinator Glenn Pribbenow

TEXAS

Austin Fire Department	Division Chief Thomas Anderson
Dallas Fire Department	Deputy Chief James Zak
El Paso Fire Department	Chief Training Officer Johnny Dunn
Fort Worth Fire Department	Executive Deputy Chief Robert Cassady (TRADE Co-Chair) *Executive Deputy Chief Robert Gibson
Houston Fire Department	Deputy Chief David Fuller
Arlington Fire Department	Lt. Robert Bennett
Corpus Christi Fire Department	Battalion Chief Walter Jones
# Texas Fire Protection Training	Division Chief Thomas Foster

State Fire Service Training Agency

* Secondary Attendee

Region VII*Organization**Attendee***IOWA**

Des Moines Fire Department	Captain Larry Fogelson
# Fire Service Institute	Administrator Keith Royer

KANSAS

# Kansas Fire Service Training	Administrator John Wolf
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MISSOURI

Kansas City Fire Department	Chief Training Officer James Dill
St. Louis Fire Department	Chief Neil Svetanics
# Missouri Fire and Rescue Training	Director Bruce R. Piringner (TRADE Co-Chair)

NEBRASKA

# Nebraska Fire Service	Manager Bob Vogltance *Director Russ Daly
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Region VIII*Organization**Attendee***COLORADO**

Colorado Springs Fire Department	Chief Training Officer Ervin Meachum
Denver Fire Department	Captain Charles Chase
# Colorado Fire Safety Division	Director Dean Smith

MONTANA

Billings Fire Department	Training Officer Myron Papke
# Montana Fire Services Training School	Director Seldon Weedon

NORTH DAKOTA

Fargo Fire Department	Director Loren Piersall
# North Dakota Fireman's Association	Executive Secretary Donald Gilman

SOUTH DAKOTA

Sioux Falls Fire Department	Training Officer Kirk Anderson
# South Dakota Fire Safety Division	Director Thomas Sanborn (TRADE Co-Chair) *Captain James Tish (Rapid City, SD -- adjunct)

UTAH

Salt Lake City Fire Department	Chief Peter Pederson *Training Officer Jefferey Rylee
Salt Lake County Fire Department	Chief Shirl Maxfield *Training Officer Howard Meik
# Utah State Fire Training	Director Gordon Evans

State Fire Service Training Agency

* Secondary Attendee

WYOMING

Casper Fire Department	Chief Ronald Baum
# Wyoming Fire Marshall's Office	Chief Training Officer Scott Schein

Region IX*Organization**Attendee***ARIZONA**

Mesa Fire Department	Captain Dennis Rubin
Phoenix Fire Department	Deputy Chief George Dodd
Rural-Metro Fire Department, Inc.	Director Jim Hartsfield
Tucson Fire Department	Deputy Chief John Nunes (TRADE Co-Chair)
# Arizona Fire Marshal's Office	Training Officer Herb Hoey

CALIFORNIA

Kern County Fire Department	Training Officer Courtenay Oxford
Ventura County Fire Department	Chief Wesley Kilcrease
San Bernardino County Fire Academy	Division Chief Robert Munsey (TRADE Co-Chair)
City of Fresno Fire Department	Deputy Chief Dennis Rohde
California Department of Forestry	Chief James McFadden
Long Beach Fire Department	Director Marvin Rupe
Orange County Fire Department	Deputy Chief Robert Hennessey
San Diego Fire Department	Deputy Chief George George
San Francisco Fire Department	Deputy Chief Edward Phipps
Santa Ana Fire Department	Coordinator Bob Baker
# California Fire Marshal's Office	Manager Ken Wagner (TRADE Co-Chair)

HAWAII

Maui Fire Control	Deputy Chief Gunichi Matsuoka (representing Honolulu)
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NEVADA

Las Vegas Fire Department	Deputy Chief Rex Shelburne
# Nevada Fire Marshal's Office	Director William Colescott

Region X*Organization**Attendee***ALASKA**

Anchorage Fire Department	Deputy Chief John Fullenwider
# Alaska Fire Service Training	Supervisor Leigh Gallagher

IDAHO

Boise Fire Department	Director Alan Walker
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State Fire Service Training Agency

* Secondary Attendee

Appendix: List of Attendees

OREGON

Portland Fire Department	Chief Training Officer Ronald Bender
# Oregon Fire Marshal's Office	Director Lee Ann Janusch

WASHINGTON

Seattle Fire Department	Chief Training Officer Roger Ramsey (TRADE Co-chair)
# Washington Fire Service Training	Administrator John Anderson (TRADE Co-Chair) *Supervisor William Barnard

U.S. MILITARY REPRESENTATIVES*Organization**Attendee*

U.S. Marine Corps	Albert Kirchner
U.S. Air Force	Donald Madden
U.S. Coast Guard	Steve Souder

State Fire Service Training Agency

* Secondary Attendee

FEMA FIVE-YEAR CURRICULUM MANAGEMENT PLAN SURVEY RESULTS

Procedures Used To Gather Information

All members of TRADE were briefed on FEMA's mandate to develop a Five-Year Curriculum Management Plan and on NFA's commitment to use TRADE (and other fire service organizations) to get the most accurate information about fire service training needs throughout the country. Participants were then briefed on the worksheets they would be filling out.

Each region divided into small groups to answer the worksheet questions. Some regions had as many as four small groups and some as few as two groups. Due to time constraints and the complexity of the questions, not all groups answered all questions. Groups were given 20 minutes to list the top trends likely to affect the fire service over the next five years and then 20 minutes to list the most serious performance problems. They were then given 45 minutes to discuss the training impact of the trends and 45 minutes to discuss the training impact of the performance problems. Training impact included target audiences, skills needed, content, and recommendations.

The final question related to the type of input TRADE members would like to have into the curriculum management planning process. Most regions kept this worksheet for several days in order to have time to discuss their answers.

TREND	TRAINING NEEDS	# OF GROUPS REPORTING	RATED TOP PRIORITY
1. Increased competition for financial resources; reduced financial resources	Accounting Math Short- and long-range planning Budget systems Lobby, communication, political savvy, selling Computer applications in budget process	7	6
2. Increased use of standards, regulations; external regulations of fire service	Impact of standards on fiscal priorities and programs How to meet the intent of standards What the standard-making process involves for various agencies How to impact the standard-making process How to serve on standard committees Strategies for interagency cooperation	5	2
3. Implementation of Safety Standards	Safety program development Recordkeeping Responsibility/authority issues Awareness of standards Impact of standards on fiscal priorities and programs	5	0

Appendix: FEMA 5-Year Curriculum Management Plan Survey

TREND	TRAINING NEEDS	# OF GROUPS REPORTING	RATED TOP PRIORITY
4. Broader use of computer technology	Conceptual skills Problem identification Interpreting statistics Computer capabilities Hardware/software; data base programs	4	1
5. Increased emphasis on wellness and health issues	Stress management Substance abuse and intervention Interpersonal and listening skills Wellness and fitness program development		
6. Standardization of Professional Standards	Training geared to NFPA standards	3	0
7. Increased emphasis on safety	Hazard analysis Policy development Identification, mitigation of hazards Liability issues	2	1
8. Greater fire department responsibility for hazardous materials	Planning Prevention Mitigation Resource awareness Response procedures	2	1
9. Increased litigation involving the fire service	Liability issues Incident documentation procedures Court process Firefighter safety/survival Legal action/affirmative action	2	0
10. Emphasis on accountability, productivity	Work force management	2	0
11. Increased use of media	Training resources in video medium	2	0
12. Importance of political arena	Influencing public officials	1	1
13. Regionalization of fire service functions and services	Purchasing Communication Legal issues Management	1	1
14. Greater responsibility being placed on first-line supervisor		1	1
15. Delivery changes for training	Planning Facilitating Organizing	1	0

TRADE '86 Report

Appendix: FEMA 5-Year Curriculum Management Plan Survey

TREND	TRAINING NEEDS	# OF GROUPS REPORTING	RATED TOP PRIORITY
16. Upward mobility of women		1	0
17. Increased specialization of fire service personnel		1	0
18. Privatization of the fire service			
19. Reduced human resources	Communication Resource management Lobbying	1	0
20. Demand for public fire education	Communication Codes Public relations Resource management		
21. Higher education prerequisites for officers in hiring and promotion	Management Supervision	1	0

Training Recommendations For Top Five Trends

1. Increased Competition for Financial Resources; Reduced Financial Resources
 - NFA seminars/workshops on fiscal management (4)
 - Encourage use of higher education at local colleges and universities (4)
 - Attend TRADE conferences (1)
 - NFA to develop video (1)
 - Attend workshops through associations of counties, similar sources (1)
 - Courses on policy-making, municipal finance (no developer listed) (1)
 - Develop a course on fire risk management for the public, elected officials, and chief executives (1)
2. Increased Use of Standards, External Regulation of Fire Service
 - NFA to develop package (2)
 - Need National, State, local level training (1)
 - NFA, EMI, NFPA furnish standard procedure (1)
3. Implementation Of Safety Standards
 - Firefighter Safety and Survival Course TtT (1)
 - NFA, ICMA, OSHA (1)
4. Broader Use Of Computer Technology
 - College, university, and vendor training (1)
5. Increased Emphasis on Wellness and Health Issues
 - Video program by NFA (1)
 - NFA courses on fitness and on substance abuse (1)
 - Identify existing educational programs (1)
 - Seek the assistance of the medical community (1)
 - NFA Resident and Field courses on firefighter safety and welfare (1)
 - Identify existing support organizations (1)

Appendix: FEMA 5-Year Curriculum Management Plan Survey

PERFORMANCE PROBLEMS	TRAINING NEEDS	# OF GROUPS REPORTING	RATED TOP PRIORITY
1. Inability to effectively implement and/or supply supervisory management principles (at incidents) (Company officer ineffectiveness) (Inadequate management, supervisory skills)	Communication and all basic management and supervisory skills Personnel management, interpersonal skills Listening Labor relations Motivational techniques	10	3
2. Inability to understand Human Resource Management (non-fireground)	Employee assistance program Communication skills Time management skills Ability to delegate Recognizing personnel needs Counseling	6	1
3. Insufficient tactical experience	Fireground and leadership ability Ability to communicate Fireground strategy and tactics How to apply tactics to various situations	7	2
4. Company officer needs more training as a trainer (TrT)	(Not spelled out)	5	
5. Failure to prepare for administrative responsibilities	Budget formulation and justification Compliance to standards Impact of local, State, and Federal standards Marketing policy Decision-making Long-range planning skills Performance competency	4	3
6. Fireground Safety	Physical fitness Knowledge of job, safety equipment, and standards Importance of safety How to develop and administer a safety and physical fitness program Hazard recognition and identification	4	
7. Unwillingness to accept responsibility	Management skills Leadership Training	3	1

Appendix: FEMA 5-Year Curriculum Management Plan Survey

PERFORMANCE PROBLEMS	TRAINING NEEDS	# OF GROUPS REPORTING	RATED TOP PRIORITY
8. Failure of fire officers to fully implement safety policy	Understanding rules and regulations How to implement corrective action Awareness of possibilities of omission Understanding procedures, such as OSHA regulations Techniques for implementing compliance Benefits of safe working environment	3	
9. Inability to evaluate employee performance	Interpersonal skills Listening Task analysis Performance evaluation	2	1
10. Inability to communicate	Ability to communicate verbally and in writing Training in writing reports	2	1
11. Failure by company officer to enforce policy	Communications and attitude adjustment Organizational structure and responsibilities	2	1
12. Inability due to time constraints to offer intradepartment training for officers	Management skills Communications Leadership	1	1
13. Inability of the fire service to market itself and to enlist support of political entities		1	1
14. Inability to internally develop personnel to levels of competency desired.		1	
15. Failure to support and set the proper example/double standard		1	
16. Failure to implement an incident command system		1	
17. Inter/Intra department communications are lacking		1	
18. Inability of present instructors to relate with "media" generation		1	

Training Recommendations For Top Five Performance Problems

1. Inability To Effectively Implement And/Or Apply Supervisory Management Principles (At Incidents)

We need a change in attitude of the officer to realize that his/her most important job is the development of people under him/her (1)
Case study resource bank (2)
Teleconferences; field and resident programs; contract with local or regional institutions (1)
Experience at pre-command levels; leadership training; college, NFA or local (1)
Introduce current courses to lower ranks (drivers/operators); NFA hand-off courses presented locally before promotion to supervisory position (1)
Teach application of basic principles by NFA resident program (role playing) (1)

2. Inability To Understand Human Resource Management (Non-Fireground)

Video program (2)
TtT hand-off, lesson plan, video (1)
TtT; one-day, multi-media, self-study course (1)
College courses to deal with these problems (2)
NFA TtT on interpersonal skills; information on how to contact local agencies (2)
NFA hand-off course; local law enforcement assistance (1)
NFA develop resident and field program (2)
ICMA, universities, NFA (1)
TtT Increasing Personal and Team Effectiveness (1)
Develop course to impact attitudes and behavior of the fire service manager (1)
Remove "volunteer" from VFMS course; develop mid-management course level III and IV
NFPA 1021; use actual firehouse incidents, real world; use NFA discipline code (1)

3. Insufficient Tactical Experience

NFA Field (TtT); videotapes to support State and local courses; NFA resident (2)
Local, State, colleges, NFA field hand-off (1)

4. Failure To Prepare for the Administrative Responsibilities of the Job

Seek and utilize recognized budgetary/fiscal managers and educators to present resident programs and telecasts (1)
Use local colleges; sponsor local seminars; require municipal officials to attend with fire officers; have chiefs bring their fire department policymakers to seminar for joint planning and training (1)
Preparation of the program for hand-off for local use (1)

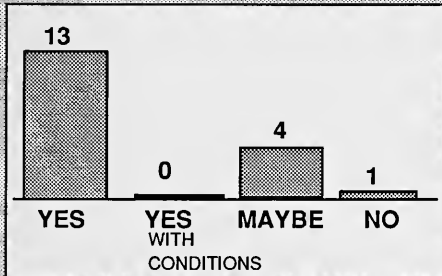
5. Lack Of Commitment To Safety And Physical Fitness

Videos; TtT hand-off of field programs; development of safety officers (1)
Modular, packaged program with video (1)
NFA hand-off package (1)
Stress management courses, seminars, workshops, and video programs (1)
Build motivation for use of safety procedures (1)
Frequent review of Firefighter Safety and Survival; NFA develop model physical fitness program for hand-off to States and Metros (1)

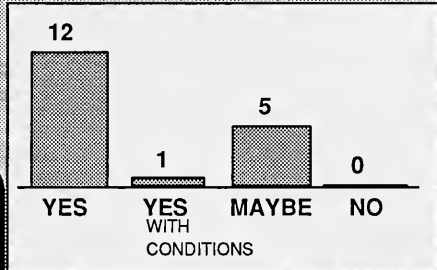
Regional Ability To Participate In Five-Year Curriculum Management Planning Process

Nineteen worksheets were turned in. Six regions turned in one worksheet for the entire region, three regions turned in two worksheets each, and one region had individuals fill out the worksheets for their own Metro area or State. One individual left the worksheet blank, saying he was unable to make a commitment at this time.

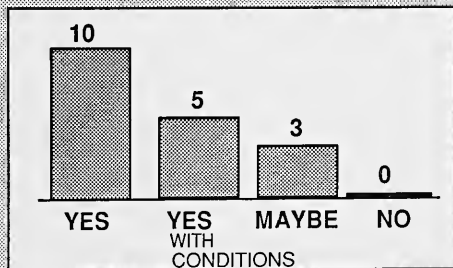
Would your region be willing and able to verify job/task analyses provided by NFA?



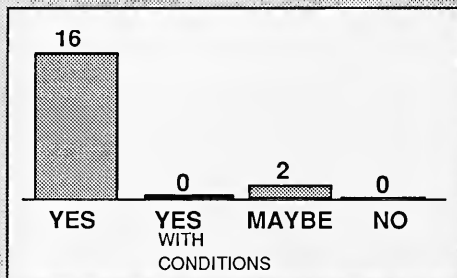
Would your region be willing and able to ask your fire service personnel to complete job/task analyses?



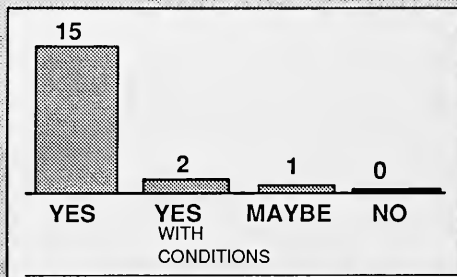
Would your region be willing and able to send a representative to NFA to participate in a working group which would analyze curriculum?



Would your region be willing and able to review curriculum working group reports and provide feedback to NFA in a timely fashion?



Would your region be willing to provide the name, address, and telephone number of a contact person for questions about NFA's development of a five-year curriculum?



Other suggested methods for TRADE input to NFA's five-year curriculum management plan included:

Providing input at the region's quarterly meetings.

Establishing mailing lists and forwarding progress reports and questionnaires.

NFA CURRICULUM DEVELOPMENT AND DEPLOYMENT VALIDATION

At this working session, all members of TRADE were briefed on current NFA short-term curriculum planning for upcoming course development efforts and on specific changes in methodology and delivery formats that are currently being considered. Topics addressed in the briefing were the proposed FPD Leadership curriculum, the proposed NFA Haz Mat curriculum, the proposed NFA Prevention curriculum, the proposed FPD Safety curriculum, modularization of FPD courses, instructor-led versus self-study course methodology and the use of wallet-sized course summary cards.

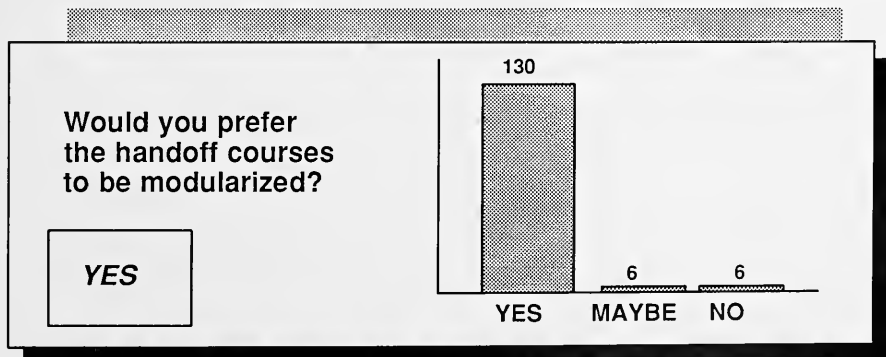
After the briefings, participants retired to their regional workrooms to complete the workshop

questionnaires. The regional work groups were given 90 minutes to answer 23 questions. Each region was instructed to conduct large-group discussions of each question (or topical group of questions), and then have each participant individually answer the question(s) on his/her individual questionnaire. This process was repeated until all topics/questions were addressed.

The following is a replication of each question asked in the questionnaire, including the background information provided to the participants. All results shown are computed from raw responses of the entire body of conference participants, and do not represent regional aggregates.

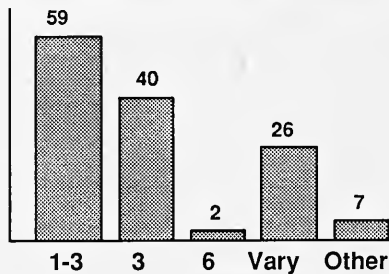
I. MODULARIZATION OF COURSES

It has been proposed that NFA hand-off courses be reformatted into shorter modules. This is to make the materials easier to use and to more flexibly fit into staff training schedules. For example, a typical two-day course might be reformatted into four 3-hour modules, each with its own student manual, activities, and exam questions.



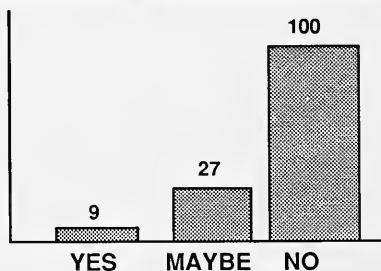
How long should the modules be?

Vary from 1-3 hours



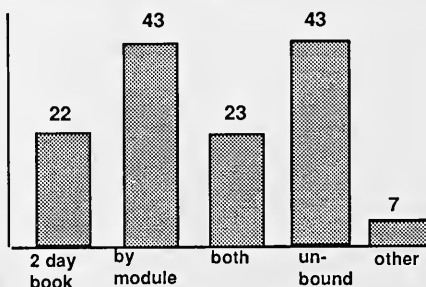
Will the requirement to take modules in sequence pose a problem?

NO



When modularized, how should student manuals be provided?

*Available 3 ways:
-by 2 day book
-by module
-unbound (for use in binders)*

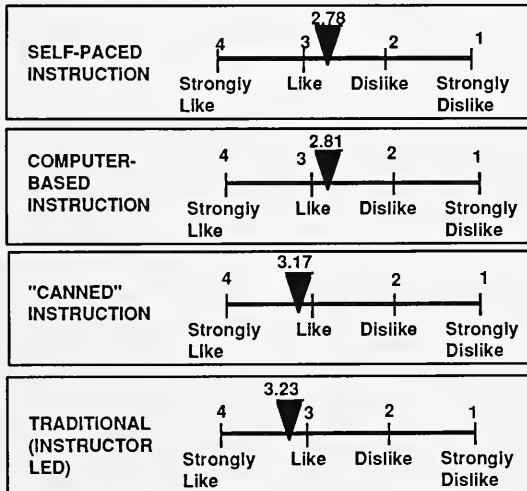


II. SELF-STUDY VS INSTRUCTOR-BASED PROGRAMS

Funding cuts, staffing cuts, conflicting priorities and many other fire department resource problems have been cited by some experts as presenting the need for alternative approaches to fire service training. Would you like the NFA to provide training materials in different formats? Please comment on the following possibilities and evaluate them in terms of convenience and suitability for your training needs.

SELF-STUDY VS. INSTRUCTOR- BASED PROGRAMS

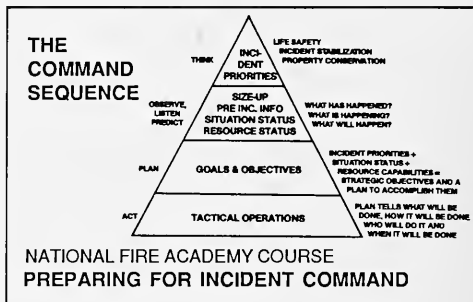
*Slight
preference
for
traditional
instruction
and
"canned"
instruction*



III. PLASTIC-LAMINATED WALLET CARDS:

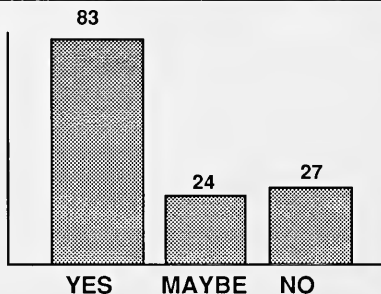
Pictured is a sample of plastic-laminated wallet-sized cards that could be provided for each NFA hand-off course. It is proposed that we provide the cards with each student manual, and that they be given to the students upon completion of each class.

One of the current proposals is that cards be prepared for the 1987 hand-off courses Preparing for Incident Command (PIC) and Commanding the Initial Response (CIR), and that the cards be a component of the materials that would be provided under the student manual support program for PIC and CIR next year.



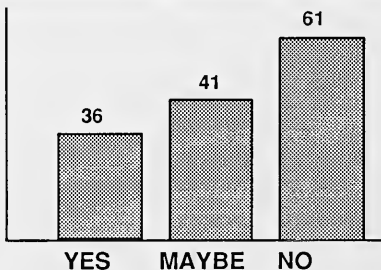
Would you distribute plastic-laminated wallet cards if they were provided?

YES, with some disagreement



Do you think the cards would be of value, either as an incentive or as a content reinforcer?

NO, to MAYBE



IV. HAZARDOUS MATERIALS CURRICULUM REVIEW

On October 7-10, 1986, a curriculum review committee met at Emmitsburg to evaluate NFA's hazardous materials curriculum. The draft report from this review meeting was sent to all TRADE '86 Conference attendees for the purpose of allowing in-depth review of the proposals for this important curriculum area. The following questions address this report.

The curriculum review committee assessed the hazardous materials response problem nationally, and identified six key job "functions" for which training was critically needed on a national scale. Conference attendees were asked to prioritize these functions according to their perception of severity of need for training.

HAZARDOUS MATERIALS CURRICULUM;

Prioritize training functions

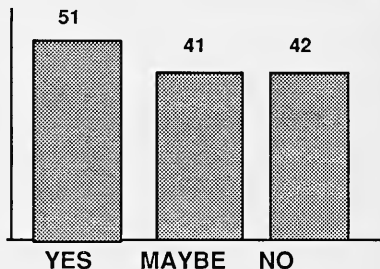
- | | | |
|----------|----------|---|
| PRIORITY | 1 | FIRST RESPONDER |
| PRIORITY | 2 | HAZ MAT RESPONSE
TEAM MEMBER |
| PRIORITY | 3 | HAZ MAT RESPONSE
TEAM OFFICER |
| PRIORITY | 4 | HAZ MAT INCIDENT
SCENE MANAGER |
| PRIORITY | 5 | INSPECTOR WITH
HAZ MAT
RESPONSIBILITY |
| PRIORITY | 6 | HAZ MAT
ADMINISTRATOR/
COORDINATOR |

A proposal was submitted to the TRADE '86 attendees outlining the possible national distribution and hand-off of the two-week Resident Programs Division course *Hazardous Materials Tactical Considerations*. The following questions relate to that proposal.

Hazardous Materials Curriculum: Would your organization be interested in the proposal to hand off the resident course Haz Mat Tactical Considerations?

MAYBE

with more organizations interested than not

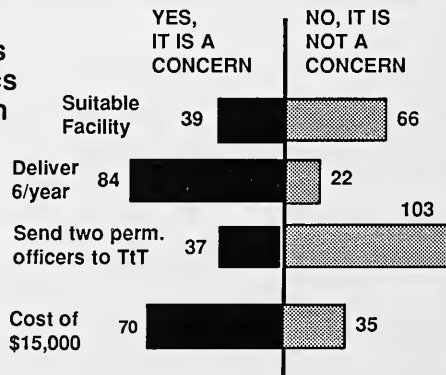


Are any of the requirements [for receiving the HM Tactics Course] a matter of concern for your organization?

Major concerns are:

-6 deliveries/year

-\$15,000 cost



INDIVIDUAL COMMENTS

The following are individual comments from TRADE '86 Conference participants, highlighting more specific concerns, issues, or ideas surrounding the proposal to hand off the two-week Resident Program Division course *Hazardous Materials Tactical Considerations*.

Pending discussions with headquarters and drawing up of a formal proposal it is difficult to make a commitment. The need is there - whether department would take the steps necessary to send the proper number of personnel to a site is unknown to me at this time.

I suggest that some of the courses be opened to officers in charge of response teams and not only limited to training officers.

Only the minimum number of course offerings.

I wonder if we should closely examine a standard on a national level to specify or identify appropriateness of non-career involvement in Haz Mat hands-on, re-training standards and frequencies.

When can we begin?

No!

It seems to me that this would only be possible for a State Academy.

I like it very much -- Super proposal.

A two-week course to be used to train all the possible Haz Mat Responders (at this level) is unrealistic due to class size, funding, and scheduling problems. The idea is excellent but I feel that a shorter course would possibly be able to facilitate more people who need the training.

There is an urgent need for Haz Mat training at all levels and the total cost of the program should be with the NFA.

This proposal can only be accepted by large metros and states with big, BIG \$\$\$ budgets. This shuts out a lot of people.

Absolutely impractical. Not a serious proposal. Practical only if NFA or another Federal Agency will offset more of the cost of delivery.

Hope it wouldn't replace other train/trainer course programs in its present state and cost.

Could the academy send an instructor to each state for a train-the-trainer class for less cost than our people traveling to the academy.

It wasn't clear what \$15,000 bought.

It sounds like the Academy does not really want to make this work. Why couldn't the equipment needed be transported from site to site? Is it expendable?

This is something I would have to study and be able to present it to my supervisor. Maybe between us, small departments in our immediate area, and chemical handlers we could possible meet these requirements.

Not at this time. Need an opportunity to explore cost and delivery factors.

Some form of payment should be made on a per student basis by the National Fire Academy.

There should be some federal funds to help only those states which are

able to provide training facilities, residential and food services on one site.

No.

Yes. We have identified some problems with student selection at the Academy. This class is one that seems to be in high demand. We identified some ways that this problem could, to some extent, be reduced. Now, for \$15,000, we can get those people in this class in own state. In addition, if we buy the program, it should be up to us as to how many classes we conduct.

It should be a hand-off course.

This does not seem to be a very profitable way for us to train in Hazardous Materials on the local level.

I think we may be over reaching to the Hazardous Material situation and I am not sure that materials locally would not suffice. For example, a lot of chemical companies would consider teaching us a class in exchange for Fire Brigade Training.

Great Idea--we need this.

Hands on training opens areas of possible liability in a very cloudy situation.

Possible joint effort by all local departments.

Could be a more viable approach on a regional level.

Appendix: NFA Curriculum Survey Results

This course should be designed into sequential 8-hour models for use in the field, independent of the resident program.

The two-week resident course approach will be very difficult to implement due to students from the volunteer organizations unable to commit not only money, but personal leave days. Career departments would find it difficult to give up a person for the period, with no program in place.

The six courses per annum would also be a real challenge, but not an impossibility. If the organization was only able to assist with (3) courses per year, the NFA Support should be forthcoming. To hold to the premise that the course material cannot be delivered successfully in (3) or (6) hour blocks of instruction, is like stating that a college degree is not obtainable by anyone other than a full-time student. While it is recognized that the proposed two week approach is desired and proven effective, it should also be recognized that a high percent of American fire responders, EMT/A's, CRT's and paramedics have been instructed under the modular method and have gone on to acquire state and national certification at given levels of competency.

The logistics would present a problem. Delivery of 6 times a year would take 12 weeks out of our 52. **"IMPOSSIBLE"** Cost would be prohibitive.

Why not delivery by NFA adjuncts taught in local area with state sponsor?

1. Lower cost
2. More productivity
3. Much more exposure

Quality will suffer greatly!

Redo the course in modules so it can be offered in shorter sequences (either in 2 day or evenings). Many volunteers do not receive that much vacation in a year.

Explore the possibility of holding it on a regional basis.

I think this is an unrealistic commitment for local jurisdictions. The amount of training for this one course could strain the resources of a department's capabilities, while eliminating other needed capabilities and preventing other needed training. A regional approach would be more appropriate.

I don't care how you want it done. If I spend money on it I'll use it in a way convenient to my students (in modules, and not as a two-week program).

Concept is good but there should be financial assistance to keep costs down for local organizations.

Yes. If we're willing to invest the dollars for material and salaries and expenses for 2 full-time instructors to attend T-t-T, there should be no other requirements. We would have no need for 6 courses a year--but, would need at least one.

The organization that cannot meet all of the requirements should not be deprived of sending instructors for train-the-trainer course.

Would have to present to local officials a proposal to fund.

It would not be possible to deliver this program six times a year in the Dayton F.D. due to other training requirements.

One of the things that makes this program so effective is the number of case studies that are used. The in-

cidents are sent to the NFA and incorporated into the course. I am concerned that this flow would be shut off. Various departments that have incidents could not send tapes to all parties conducting this training. These materials would have to be sent to a central location, reviewed, and then distributed to course providers--I don't know if this would be practical but without the constant update the course would suffer.

I think the idea has merits.

This proposal should be a cooperative effort between the State and Metro departments within. It is felt that with cooperation the program would be a success.

4-6 part-time instructors per site may be more practical (I am not aware of anyone who can get away from their current job for 12 weeks) I currently do not have 2 people available that have 12 weeks with nothing to do!! Hiring 2 new people would be very difficult.

A stipend arrangement should be considered as it is for NFA.

This could be included into our existing course so all US Air Force Haz Mat personnel would have an opportunity to receive the information.

If you can't pay for it--don't ask. At state level our problem often is not expertise curriculum development, etc. It's money!!

Could be done by state or region. But curriculum development is needed first.

Develop the program--Utilize TtT training at NFA--let permanent training officers return to their

organization with several formats of the program. Deliver whatever can be delivered in whatever format is possible. Reason: At least you get the information out there, as opposed to having people waiting indefinitely to attend full-blown programs before they get any information.

If a system to defray student expense to attend were provided, this would be a very interesting program to our state.

NFA now would have contradicting policies. Field says you can modify programs after handoff, resident says "our way or no way". Do they not trust States and Metros' competence?

Not at this time.

We would more likely take the curriculum from this class and use what we can of it in our already existing programs. We would not present it in its set format.

We have the equipment presently. Replacement of the equipment

through continuous use would present a monetary problem.

If NFA wants to reach more students through a handout type course, I believe Federal reimbursement of salary costs (instructors) and reimbursement of the \$15,000 must be considered.

Possible under a "Regional" format.

Our difficulty is in the consecutive 80-hour course presentation.

I have to support this as being a very good idea. Will probably fit in well with the new EDA mandates to states.

The concept is excellent. The cost to our state is prohibitive. The requirement for staff training would require the dedication of full time people we do not have, nor could our population support six presentations in any given year.

The National Fire Service would be better served to seek additional

funding and increase the NFA's ability to provide quality courses on a larger scale.

This program does not dovetail with existing programs and in some ways is reinventing the wheel.

Contract or hand off program to DOE to present in conjunction with these training to Nevada test site--In addition to efforts at Academy.

Two-week resident course not really viable for us at this time.

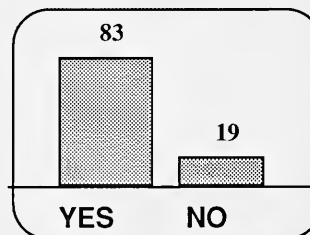
Due to the cost of the program and limited facilities, I believe that Academy sponsorship through the community college will be a necessity for many areas.

This is a rather interesting concept; however, I think it is going to be difficult to pull off.

First Responder Program

Conference attendees were briefed on a proposed development of a hand-off training program for first responders to hazardous materials incidents that would be organized into twelve three-hour modules of instruction. Attendees were asked to comment on the suitability of the format (slides, video, resource kits for additional material) for their needs, and on whether they have the staff and resources needed to deliver such an extensive training program.

Do you have the staff and resources in your jurisdiction to deliver a twelve-module First Responder Program?



Additional comments by the participants of TRADE '86 about this proposed instructional program are listed below.

We at the Training Academy try to use as many training aids as possible in our program and I think this package will stimulate both our instructors and our trainees--suppression force etc.

The first responder is the top priority the persons need the information protect themselves and the public.

Component/format should be varied depending on the subject.

You must realize that trying to train a large department requires our breaking the program down into modules that we can handle. Our problem is to deliver what we can to

as many as we can, and then follow up with in-service training programs. Not just Haz-Mat training.

How soon is immediate?

Indicate that it is a HM first-responder program. There already exist x number of first responders course offerings in the F/R service first responder and overall public safety.

This is a difficult subject and I feel would be very confusing without an instructor present.

"1st Responder" is an EMS term--this use could lead to some confusion in NC.

We have a 40 hrs. program required by state of Florida.

Send adjunct to prep.

Send adjunct.
Have resources for delivery.

It can be done continuing the TtT context; however, it would take a long time without 7 sets of materials.

We do not have the staff or resources to deliver this program.

Not enough staff.

This would be a redundant program - material would be covered in other courses.

We have the staff and resources.

Would need to find time.

I feel it is imperative to get this program in the field ASAP.

We schedule courses to meet students' needs. They need the training. We are doing some training. Get it out now or don't bother. Everyone will be trained.

The format appears realistic for application to the masses. It could be offered on a course or on a modular basis. Resources shouldn't be a problem in most jurisdictions.

Have the staff. Need no other support.

Yes (we can deliver it), if my CEO decides to make the commitment.

Staff is not a problem as much as timing and especially scheduling.

A very detailed instructor's guide so the information could be safely delivered.

Staff and resources thru district schools could be a delivery vehicle.

Top quality instructor guide and good description of the AV materials (and their intent).

This seems reasonable.

We could deliver if it fits existing Illinois program. If not, we will not use it.

We could deliver the program provided we had control of the where and whens. We have the instructors and equipment.

This course would be given by the Academy and our field adjunct (Haz Mat) personnel.

I have the staff and you are providing the resource in the form of the course material.

We break down most courses to a manageable time for the number of members that must be trained. Even with a large staff, this is the only way we are able to handle the training.

Assistants would be limited, due to the fact that the course is in modules and can be stretched into longer periods of time for completion.

We have staff and facilities to deliver it for our department.

No. Personnel, materials.

Sufficient staff to deliver. Would need instructional support for T.O.'s to deliver.

Delivering this package would present a problem. Working it in with other training needs would tax my training hours greatly.

Would need to add personnel to training staff. Would investigate industrial and local educational support to assist with program delivery.

Must obtain some help.

No. Adjunct instruction.

Facilities requirements, instructor background, materials list.

I feel we have the staff for our department. I feel that each

instructor should have some background in the subject prior to teaching it. Instructor should attend appropriate NFA resident programs.

Support needed in prevention aspect.

If AV material/support is available, we have instructor support available.

Yes, possible any other funding.

No problem with staff and resources. None.

TtT program on video.

Yes, appropriate handouts.

Over a period of what time?

We will use existing resources and re-direct them to the Haz Mat courses. We may not have the number of deliveries by the academy, however. We need instructor technical training from the academy.

Send adjunct.

Yes, evaluation or instructor support (assist with questions the instructor may not be sure of).

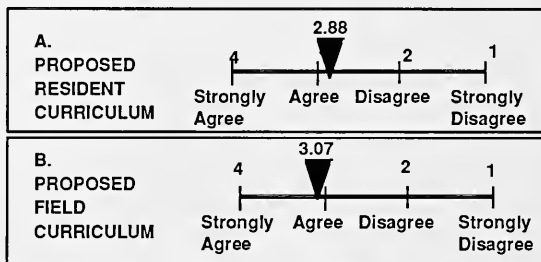
Yes, have the staff (part-time) also would cooperate with other agencies. Just like TtT, provide instructor materials and student manual.

No resources are needed other than student manuals.

I very much like this approach. It could be easily presented.

It would be high priority for us to get this program delivered to all our people.

OVERALL REACTION TO HAZ MAT CURRICULUM



Listed below are additional comments and suggestions offered by the TRADE '86 Conference attendees with regard to the Academy's overall proposed hazardous materials curriculum.

I feel that the overall direction is excellent with the possible exception of overall length of training.

It is the only way to reach the masses.

Seven courses are too many. A smaller number would make it more possible. I see departments trying to specialize individuals. If you can only take one course a year then it will take too long to get a specialist who can train your department.

Lack of funds. Lack of available time by staff.

Good!

What do we do with current programs? Throw away? Students applying should be screened further. List of equipment with budget for Haz Mat.

Resident curriculum provides no more than two training officers from each department. They must conduct and provide Haz Mat skills to

produce resource team. Show budget line trends for Haz Mat equipment for fiscal year attending Academy.

I feel our first order of importance is to prevent unnecessary suffering by our personnel and citizens. To do this our first responders need incident recognition, identification, and containment training. Once contained it would be possible to get expert resources to aid in follow-up.

I personally do not feel this field program is feasible both in time and money devoted.

It is needed. These areas were identified over 4 years ago. It is time.

There is a definite need for this type of progressive education. A good deal of thought and expertise has gone into this report and questionnaire. Go for it!

I disagree with the idea that the scene manager needs to be Haz Mat specialist. If the Incident

Commander (IC) is competent, he will use the Haz Mat specialist for advice. If the IC won't use the Haz Mat specialist's advice, we have a leadership training problem, not a Haz Mat problem. Otherwise, it follows that we will need a specialist to "command" EMS alarms, a process which cannot be furnished.

I am concerned that the 3-hour modules planned on each hazard class cannot go into the needed depth. This is a great step forward however.

It is a good concept and I am impressed with its validity to address the problem.

Six, six-hour courses would be more efficient in my own situation. May limit the chances of some courses being cut or not finished being developed over time.

Far too little time and information for totally objective review.

Agree with statement made in general meeting about the NFA staying out

of "hands-on" programs. The need for Haz Mat training is too great to restrict by the availability of 80-hour training programs. Courses need to be designed for hand-off for levels other than first-responder.

I see little wrong with the package that has been handed off.

I feel there is definite need to expand the program and make it available to more persons. However, 14 weeks seems an unrealistic amount of time. Perhaps more emphasis should be placed on doubling up on the presentations of the currently available programs. There does appear to be a lot of redundancy. Current ICS and inspection program addresses two of these areas.

There is a need, but insufficient time for evaluation.

I very much like the breakdown of training functions for Haz Mat. It is valid and appropriate and would fill a need in our state. Again I must ask you to consider reducing the time of delivery to make it palatable for local volunteer firefighter delivery. We need the first-responder program now! In PA, we have a fire academy first-responder program. An EMS first-responder program delivered through the department of health and an EMA first responder for state police. Your programs would serve to meet all of those constituent needs in PA and would provide a unified first-responder approach. If you don't develop this program, we will do our own. That will make your program less attractive to us when it is finally released.

Where do we teach people how to analyze if they need a Haz Mat team?

The programs to be delivered look great! However, we still get back the same old problem of delivering these

courses to the people that need them in a timely manner. There appears to be too many restrictions (namely 6 classes/year) on the hand-off program. Also, it's too expensive. The combined departments in my area may be able to combine resources to do this.

While Haz Mat is an important problem facing the fire service, the proposed increase in courses on this subject may be putting the fire service in areas that should be best handled by other professionals such as chemists and environmentalists.

I agree that the report has an accurate assessment of need; however, the question to me is: Can a locality afford the cost involved.

I guess I agree, but the increase in training time and availability of the training is of concern. In order to get this training and information out to the field it is going to require field programs, not resident program.

In a practical sense, a 2-week course which provides the basic Haz Mat approach from the first stage of isolation to the final stage of termination of the incident would be beneficial to many fire service members. This would provide a good basic level source of knowledge in a short period. Since it would take a long time to complete all seven residency courses, the basic course seems to be the most appropriate way to start an individual in the right direction.

Thank you for sending the advance document: Time does not permit me to make a quality response in this curriculum validation workshop.

Pleased with initial formatting method. However, secondary review should be accomplished by larger group. In addition to the plan, an

indication of its ability to be implemented should have been included. This should have included a predicted time frame. If implementation is not practical given current and projected political climates, then efforts should be expanded in other areas. More specific information is required on exact curriculum development to make appropriate comments.

Noble ideas, but from a practical standpoint I suspect only a small number of people will be able to receive the full benefit of the course in the way it is intended. Realistically, it should be reserved for Haz Mat Response Teams first as most departments that have such a team available, call for same and expect the answers to come from those individuals.

The 24 hours for first-responder imposes a large, almost impossible training time demand. The RIHM course gives a good first-responder overview. I feel the RIHM course should be the basis for the functional groups. The scene management course should be shortened to 1 week and handed off to states and regions. Eliminate behavior of Haz Mat. This course can be offered at local colleges or via open learning.

Resident courses should emphasize student interaction, computer simulations, etc. A 2- or 3-week resident course should be the last choice instead of the first choice. Consider one-week courses with competency requirements for admission.

Fine for a brainstorming session report. Now temper it with reality of resources, staffing, facility, etc. Needs to look more at what exists at state and local level. You may find the "savages are already civilized."

I agree with your concept to try to reach each individual needing a Haz Mat background/awareness of dangers and control procedures.

I think all of the programs could be delivered in the field.

The overview has correctly identified the national problem. I believe the assessment of need is accurate and the major function areas of study follow a logical manageable progress.

A concentrated effort needs to be made to see that there is no duplication of material within the classes. There is no reason to offer the course unless there is new information to be presented.

I question how this may compare with the manufacturing chemical councils program and if contact has been made to reinforce each or reduce redundancy.

A "scene manager" trainee cannot get into the prerequisite courses due to the large demand and the courses being filled on a first-come basis. Reserve spots for "key persons" in the lower level classes.

Appears to be a need to establish a national consensus on course content and a means to determine levels or degrees of competency.

Process O.K. I felt in some areas I could not accurately assess my department's needs. We have no present training.

Strongly need courses of 2 days for us, may be willing to reproduce all materials at our expense. We are willing to pilot programs with NFA.

The input from this conference needs to be integrated with this program.

Will Haz Mat still be "hot" in 5 years? Good concept but needs major financial support.

I have to question how far the fire service feels it has to go. There has to be a cutoff somewhere of what we don't do. I feel that we might be at those limits now. The amount of education that is required for the fire service is nowhere near what is needed to understand and handle a severe Haz Mat incident.

Time frame to implement courses appears to be too long according to comments from NFA staff. Need for courses is definitely obvious.

Too many, too long.

Very informative report. I do question the delivery mode of Haz Mat course increase.

Good job! I'm sure that a lot of blood, sweat, and tears went into the preparation of this document. I believe that we are traveling in the right direction. The only contribution that I can add is that coordination with the new NFPA National Professional qualification may eliminate confusion or difficulties for departments to meet the new proposed standards.

My evaluation is clouded by not knowing what is necessary for certification in the various areas. I believe the technician level courses, due to the cost of equipment and restrictions for the release of various chemicals limiting their use, must be consolidated and given at a national or regional level. There must, however, at some point in time be a certifiable course that will meet legal requirements. Due to a more limited audience, management courses are needed, but not at the expense of technician courses.

I feel one of the greatest assets the NFA can do is to provide a "standard" for the country for various levels.

Good report. No objections. Much is already in place in CA.

Development of course by NFA is O.K., but don't conduct the courses at this level. Develop a core of trainers to go to areas that request the course and train the trainers there.

A representative of my department was here for this course and we have been using a variation of this information.

I have serious concerns relating to the policy of "Field Testing" off-campus programs!

I believe this targets the needs of a Haz Mat course with an accurate diversion or breakdown of the major areas for a Haz Mat course. The heavy emphasis on first-responders learning is justified.

The curriculum committee did a commendable job. However, if the proposed programs are implemented, given the demand for Haz Mat training, it seems likely that other necessary programs (resident) will be shunted aside. Also, I do not believe practical training belongs in the curriculum for higher education. The practical level training should be provided at the local level.

The plan is O.K.; however, I would hate to see it pursued at the expense of development and resident participation in other programs. Believe it or not, I think the fire service as a whole has to deal with more critical issues (survival, financial). I hope that the main focus of programs at the Fire Academy will continue to address these other, more encompassing

issues which so far has been done pretty well (management, leadership series, command, and fire prevention).

I am concerned about the direction the Federal EPA is moving and if there will be duplication of programs sponsored thru state emergency management/EPA groups.

Seems to be an accurate and complete proposal answering many needs.

Resident program is too long. It would (at the rate of 1 course per year) take 7 years to get an individual through the entire program. This doesn't even begin to take into account any delays for development. These need to be field programs, developed and handed off as quickly as possible.

More field programs - quicker handoff to operational levels.

Hazardous Materials: The Pesticide Challenge should remain in the NFA curriculum. In the Midwest, this is a definite problem area, and we find that this topic fills a vast void in firefighter training- urban and rural alike. The pesticide incident is a very realistic scenario that happens all too frequently and needs to be continually taught to our firefighters. Additionally, some emphasis to the problem should be given in one of the Resident courses.

Hazardous Materials Incident Analysis lends credence to the hazardous materials problem but does not go far enough in the D.E.C.I.D.E. process. In [a recent delivery] were seventeen career and eleven volunteer firefighters/officers that had not been exposed to the subject matter before. The course evaluations...were very favorable. Events analysis is important, but we agree with the Review Committee

that is was probably drawn out too long in several areas. This course is valuable but does need some revamping.

Recognizing and Identifying Hazardous Materials is an excellent starter course and is positively received from the students we have taught. It needs to continue as a field program taught by competent instructors. Our entire department has attended the course through the Train-the-Trainer program.

Our department agrees with the Review Committee's recommendations for redevelopment of the Hazardous Materials Substance Specialist course. A high priority should be given to developing this course.

After giving this more thought, I'm not sure this will work. If you're developing a course in your state or department, you don't have a long time to get all of this accomplished. It would take one person too long to go through all the courses. Now if this was taught in the field, you may be more apt to get to more people. I know this takes time to develop and implement, but when a town or organization is ready and their need is now, they are going to fulfill that need now.

Report analysis methods and approaches to solutions valid. Would caution as to overcommitment to possibly just a trendy issue: is it fact or myth regarding actual potential and can we reasonably expect full commitment by local fire departments. It appears there is misconception on current Tactical Considerations course.

One problem, based on our experience of attending the Academy, is the availability of the courses. The basic and prerequisite courses should

be given in the field with the NFA providing Train-the-Trainer programs. For a response team member to receive the full HM training (at one class per year) the minimum time required would be three-to-four years...Our personnel would be out of the program about mid-way through.

All of proposed courses look good. It would be outstanding if some of them could be put on video tape for instruction off site. As you know, it is not practical or feasible for everyone to attend the National Fire Academy. If these tapes could be purchased or rented with the supporting handout materials that would allow for more people to receive the training.

Content appears to repeat itself in several areas between Hazardous Materials for the First Responder and Hazardous Materials Operating Site Practices (HMOSP). Suggest a basic discussion of haz mat tactics vs. fire tactics be included in HMOSP.

There are many agencies projecting and teaching Haz Mat courses. There is a need for a well constructed, reliable Haz Mat course that I am sure the Fire Academy could deliver.

How does EMI view their role in upper level Haz Mat management courses? Any overlap? Since the number of requests can't be filled at NFA, and future federal dollars are in doubt, field programs should be given serious consideration only if quality can be assured.

It puts some organizations into the program. It gives you steps to take while advancing up the Haz Mat ladder.

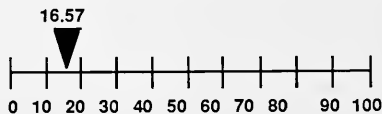
V. PREVENTION CURRICULUM

In 1986, the Academy conducted a review of the Prevention curriculum. The committee report described a critical national need in the area of prevention training, but felt that at this time the greatest focus should be in the NFA Resident curriculum. It was thought that there are significant technological and skill-level impediments to the national off-campus delivery of prevention and codes enforcement training. The following questions address this issue.

The national problem of diminishing resources has created a possible catch-22 for the fire service. Many fire service experts feel the prevention programs are the long-term solution to meeting the fire challenge with less resources. Yet the short-term needs to maintain an adequate suppression capability in the face of resource cutbacks often mean severely cutting back in the area of prevention and codes enforcement. The following questions poll existing levels of training and ideas on how to address this problem.

**Prevention curriculum:
What percent of
your present training
addresses prevention
at the company level?**

16.57%



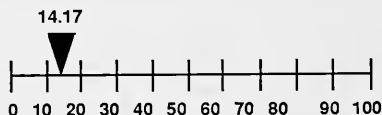
HIGH = 60

LOW = 0

TOTAL NO. OF RESPONSES= 127

**Prevention curriculum:
What percent of your
present training is
specifically related to fire
code enforcement
inspection?**

14.17%



HIGH = 70

LOW = 0

TOTAL NO. OF RESPONSES= 125

Listed below are comments and suggestions from the participants of TRADE '86 about the national problem of low emphasis on prevention and codes enforcement (does the problem exist, and what can be done about it?).

Much stronger emphasis on all levels both public and private for the need for a strong fire prevention effort.

Needs a new name identification--Zip work.

More man power.

Code enforcement and inspection responsibility is in another state agency--CBFPI only program offered.

Our fire department is adding time to current program at both recruit and company level.

We need to meet fire system today. Will explore if programs are available.

If this is a critical national problem why not hand it off to the states or bring the program to the states thereby increasing the total number of students attending the courses?

Train the companies in this area.

State statute's mandate certified inspectors, program has been in place for a number of years.

State mandate that all inspectors be certified program is already in place.

New bureau--answer is with our present position.

NJ has a new fire inspection program--several of the NFA courses can be used in this program (CO inspector--Building Construction--Haz Mat, etc.) Can we have the NFA work

with our official to get these programs accepted as part of our certification in NJ.

All recruit level programs and entry level officer programs should address both prevention/inspection on a minimum of a 70/30 ratio.

Management has to be awakened from their sleep.

We produce prevention videos and send them out to operations companies with a quiz.

Possibly add more field and TtT programs.

The only training now is for fire prevention officers. I have recommended that all (personnel) be given four week or two week course in basic training of basic fire prevention. All officers on being promoted to Lieutenant spend three to six months in the Bureau with a field inspector. The only other training is voluntary in college fire science departments.

Due to increased trend of mergers of Building Safety divisions with fire departments an emphasis needs to be developed which will assist in the management of both FP and Building Safety.

Include management of building and safety programs because of trend to combine operations of Building and Safety and Fire Prevention.

We must change to the idea about whose responsibility area this is.

Most feel that it is up to the FPR.

I & E and analysis and planning receive some priority, not much else.

In Nebraska, we have a program which encourages fire department personnel to start Prevention Programs on a year-round basis. We show them how, where to get materials, what people they can utilize in their community, how to determine what needs to be done, budgeting procedures, how to measure results, etc. We monitor the programs, receive monthly reports from cooperating towns, and help measure results. This basic program is working. This cannot wait or be treated as a long-term solution to meet the fire challenge; the time is now. Inspection programs are not the entire answer to fire prevention. There is so much more which needs to be done. And it can be done. But someone has to show the firefighters how to do the job.

Fire prevention divisions would report 100% training in these areas.

The problem is a fiscal issue to be solved in council chambers, not an issue that I can solve through a state training program.

In our state the marshal's office has done some code enforcement training for fire departments as they train FM employees.

Company level inspections are increasing and necessary training is

Appendix: NFA Curriculum Survey Results

being done on a Battalion level.

Maintain a good fire prevention program.

Until the suppression activity level is reduced (residential sprinklers; better codes) the prevention/education activities of company personnel will remain very limited.

We are developing a program now to train company inspectors and feel we need it desperately.

The problem is great enough to require a legislative mandate to correct it. More adequate focusing and fiscal support would hopefully come out of such actions.

Fire chiefs need to commit to what they have been saying.

A concerted effort by all fire service organizations is needed to focus attention on the primary mission of the fire service which is fire prevention.

A second catch-22 identified by the curriculum review team was the problem that, nationally, extensive specialized training in codes enforcement is needed in a volume far surpassing that which can be reached by Resident Programs. Yet the training needed is sufficiently specialized that the curriculum would exceed the instructor knowledge requirements presently associated with Train-the-Trainer courses. TRADE '86 Conference participants were asked whether a technical prevention hand-off curriculum would exceed the capabilities of their instructional staffs, and if so what suggestions could they offer as to how the instruction could be delivered nationally in the large numbers that are needed.

This training should be given by prevention veterans who can instruct--not by an instructor who must attempt to read up on a complex subject and then try to teach a course on it!

Regional programs would reach a greater audience than NFA Resident Programs, and would require a smaller cadre of trained instructors than NFA Field Programs and NFA hand-off programs.

What is so special in the technical content of these courses? Weren't you once an average fire service instructor?

Better (instructor) selection methods, obtaining personnel both within and outside the fire service.

Produce "canned" instructional packages in modular format of approximately 1.5 hrs. in length and authorize their reproduction by individual fire department

organizations. Topics should range from code and standard to managing programs.

Not familiar enough with issue to make valid, constructive comments.

Boy, you've got me, I'm not sure there is a good solution to this.

You can't. Must rely on private sector (ICBO) or community college programs.

I disagree! With an instructor briefing course, most could present a well-written course.

I have considerable doubt that there are not sufficient qualified people in the field. Large fire prevention bureau in conjunction with training organizations often produce major programs and, in some cases, the training organization puts the entire package together (including codes, etc.) for prevention.

Code training is a state responsibility who may need input from Academy on delivery content and format.

If it is thought that the average instructor does not meet the minimum standards of NFA--and NFA residential constraints prohibits on campus programs in sufficient quantity-- then you better put the show on the road.

New York City has the people to teach this program right now.

We need to train to the average level of intelligence within the fire services and not to the level of a chemical or industrial engineer.

Stick to management issues at the Academy. Advocate, assist, and report on technical training process provided at local and state level.

National public awareness does not exist.

many people need this level of technical competence.

Develop a complete package to meet the objectives of Inspector I of the Professional Qualification System.

System Analysis: FPSS I and II Code Enforcement, could be offered on a regional basis.

Develop field courses--short, into type courses.

Keep only the plans review, advanced tech, mgmt: Strategic Analysis at NFA Campus.

What happened to Fire Safe Building Design for Architects?

Adjunct instructor in state or regional concept.

Adjuncts at regional level.

In NC we conduct a state level two week--three year cycle Fire Prevention School that works well. We use state experts mostly. We'll be glad to share curriculum.

Through the state training academy.

Train 50 or so instructors in resident training and then through grants or contacts have them in each state under contract for a period long enough to complete training on a local level.

Is this (lack of qualified local instructors) an assumption or reality?

Regional training through State Fire Marshals, State Training Directors, a University facility with guest instructors.

Our FP specialists are given courses by outside instructors from the local colleges and universities.

I don't think instructor availability is a problem!!! Programs can be delivered regionally.

Who says it is beyond capability of fire service? We do fine in Illinois. The talent is there--look harder and make less assumptions.

Codes vary so much I don't know how you could do this.

We need time to think this out.

Codes and laws don't lend themselves to a national program.

VI. LEADERSHIP CURRICULUM

In October, 1986, the Academy conducted a Phase I development team meeting to begin work on a new series of Field Programs courses on Leadership. After assessing national trends and projecting the diverse leadership problems facing fire service managers of the future, the development team proposed that four new courses be developed for hand-off designed for company and mid-level officers and addressing different aspects of leadership. The courses are:

Leadership I: Personal Size-Up/Inventory

Leadership II: Directing, Coaching, Supporting and Delegating

Leadership III: Decision-Making, Risk-Taking, & Problem-Solving

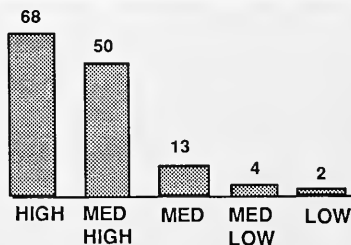
Leadership IV: Applying Leadership Skills

The team also proposed the development of one course for senior managers entitled New-Age Thinking for the Fire Service Executive: Ethics, Values, Creativity, and Vision.

The Academy is considering the development of two courses for the company and mid-level officer, to be extracted from the larger four-course curriculum originally proposed. Participants of TRADE '86 were asked the following questions, in order to assist the Academy in making the selection of content and format for these courses.

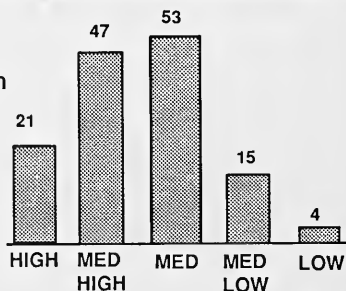
LEADERSHIP CURRICULUM:
What is the need for courses
of this nature in your
organization?

HIGH
to MED-HIGH



LEADERSHIP CURRICULUM:
What is the level of sophistication
of the instructors in your
organization on the subject
of leadership?

MED to
MED-HIGH



LEADERSHIP CURRICULUM:
Prioritize topics
(as proposed for
the Leadership
courses) in terms
of the training
needs in your
organization.

- PRIORITY **1** COMMUNICATIONS
- PRIORITY **2** DIRECTING, COACHING,
SUPPORTING,
DELEGATING
- PRIORITY **3** DECISION MAKING
- PRIORITY **4** PERSONAL SIZE-UP
- PRIORITY **5** PROBLEM-SOLVING
- PRIORITY **6** RISK-TAKING

Listed below are additional comments and suggestions from the participants of TRADE '86 regarding the proposed development of the new hand-off Leadership curriculum.

Stress self development in areas that need has been identified.

1. Develop the Sr. Officer program first!
 2. Deliver it on a regional basis.
 3. How do the NFA field FSSP and FSST fit into the system?
- The leadership program should be a high priority for off-site delivery, either direct NFA or TtT delivery.

Apparently we need to include a section that teaches I.C. (Leaders) to heed the advice of specialists.

The chief officer course should be a high priority.

This program will fill a long

existing void in the fire service.

Prioritizing of each subject would be different for each organization, based on their present level of commitment and competence.

This area is badly neglected.

Ethics, values, physical-mental-spiritual balance, self worth, self-image, etc., etc., are all areas that CEO's and their senior staff should be very knowledgeable in.

Leadership--Much needed.

1. Careful of instruments which many require experts to interpret.
2. Coaching and supporting are very good. For directing and delegating

there is lots of information available.

3. Kemper-Treguo--can't remember name, but excellent program.

4. Excellent approach. We have asked participants to bring problems to class and the group works on scenario for solution.

Chief officer--visioning would be excellent--we have done several programs--vision 2000--needs trained facilitators.

In all cases--qualified instructors could be obstacle.

Good Luck....

Research contemporary programs currently offered by colleges and universities. Many of these suggested courses should be upper level credit.

Appendix: NFA Curriculum Survey Results

Advocate generic leadership training available at local level.

Apply generic leadership training previously received at local level to fire service environment.

Make sure these courses relate to "real" problems.

Learning to delegate authority along with reasonability.

There should be more advertising about the Organizational Analysis and Renewal (OAR) program.

Officer training is a major issue throughout the country and your efforts in this area should be expedited.

I hope the Academy continues to reference their courses to specific NFPA Standards of all types, so that eventually most of these standards will be met (minus those that must be done locally).

Tie all future courses to NFPA STDS (i.e., 1500) so both are fulfilled by each course.

Don't leave out some of the problems with company officers and their relationship with unions and union problems. The close relationship and feelings they have with their union and its counterpart, the firefighters union, is important, and many new officers still look to the unions for guidance when they should be using their chief officers for guidance.

Hopefully the programs are a TtT concept, in modular form for the first four.

The senior officer program should be at the resident level.

The more individual exercises leading to group exercises that you provide,

the better the course will be. Try to be flexible in these exercises so that local problems that the officers know exist can be easily plugged in.

Can see heavier responsibility being placed upon 1st line supervisors (i.e. recognizing and dealing with controlled substances). Sexual harassment. Labor management-administration. More liability issues surfacing. More required company level training. Community involvement, particularly in strong neighborhood associations. Involvement in home-inspection programs.

The most important part of the leadership program is Leadership IV. After we teach the aspects of Leadership they must be applied by the officer so he can effectively run this unit. This must be emphasized during the teaching of the leadership course.

Modular presentation for hand-off to local states and municipalities.

I would think that it will be hard to get people to go to six leadership courses. Make the hard decisions of what to leave out and give us one or two courses.

A large area of concern with officers is having them accept the responsibility of their positions.

I don't feel comfortable with ranking these issues--they all need to be addressed. Put together a modular leadership program with 3 or 6 hour modules on each topic area. Give us some basic information and ideas and direction...Not an intensive 2 week program for each topic. These are areas unlike Haz Mat--A little knowledge is not dangerous!

We are in favor of the program, and

would like to see it put out A.S.A.P.

A review of several commercial offerings dealing with leadership topics should be conducted and incorporated into course development.

Review existing leadership training type programs in the corporate world where successful internal programs are in place.

Concentrate on basics--teach people to be able to communicate verbally and in written form. The factor most responsible for problems (and failure to correct problems before they occur or when they are minor) is the inability of supervisors to have a simple one-on-one meeting to resolve it. Work on the basic such as the ability to communicate and to understand the basic principles relating to problem-solving.

Will this take the place of the current T-t-T programs? There is a need and we are attempting to address it using the current T-t-T program.

Evaluation of employees for safety and employee assistance, i.e., substance abuse.

Any new offering for officers should utilize non-traditional goals, such as interpersonal relationships and employee assistance which now are such a large part of a fire officer's job.

3 hr. stand-alone module or better yet a supplemental resource kit.

This is an area that deserves top priority for the service.

They should be one of the top budget priorities. We cannot continue to do much with chief officers receiving

little or no training. We need these courses ASAP. Please give their development critical importance.

More offerings in leadership, managing, and communications. Especially report writing and handling disciplinary cases.

I believe this is extremely important and we should certainly concentrate on changing the attitudes in the profession, especially in planning for the future and in open-minded listening to progressive ideas.

Your direction and efforts appear well organized and should be helpful

to our use at the Tech. Tng. Center. We have found your T-t-T program a great benefit and look forward to participating.

Company officer responsibility as a trainer.

Any program that we can effectively present must be on videotape, be modularized, and must contain a deemphasis on abstract theory and an emphasis on case study and practical application wherever possible.

I feel that the Fire Academy is very important to the fire service and the attendance by more students is very important.

Good effort. In NC we are very active in this subject. We conduct a 3 week fire admin. program and several other programs. We'll be glad to provide information.

There are far more officers out there that need a leadership program for today--not future. On-the-job-training has not worked for our present officers. We need a program not for a FD with a 1,000 men but one with from 10 to 90 Firefighters.

Senior level officer program sounds good, but is it workable with local instructors without the credibility of the National Fire Academy Staff?

ADDITIONAL COMMENTS

Listed below are additional comments and suggestions to the Academy from the participants of TRADE '86 on any curriculum topics (new courses, different planning processes, etc.) that were not sufficiently addressed elsewhere.

Vermont has no full-time state-level instructors. Therefore we cannot make use of program. Should not have input.

Comprehensive leadership/management for fire department chief officers.

I would like to see more of the NFA curriculum activities (result of) be available to the state Academies. As we do our local development, we always need resources to draw upon.

Please review the Academy's policy on Field Testing off-campus programs.

Would like to see a course for fire department training officers on "how to develop training programs" (not courses).

Continue what is presently being offered. Strengthen quality and delivery of resident courses. Everyone will not be able to attend a course here at the Academy, but for those that can attend, its something worth reaching for. The state programs have been improved by the presence of the Academy. Keep carrying the banner of continuity and standardization in the fire service training by providing the hand-off courses and an opportunity to provide the Academy staff with all this advice each year.

Why did you have me working a 5-year program when the last 10 pages outlined the future programs on modules, Haz Mat, Fire Prevention, and Leadership? Also, don't you think in 2 years when a new

government goes into office, there will be new directions mandated to all federal agencies?

I believe many are confused as to the objective of this gathering. Many felt, as I did, that the thrust was an exchange of programs and ideas. Suggestions: Have metro departments submit their "innovative" programs for presentation to the group. The submissions should be voted upon by the group. The "submitters" would then be invited to present to the group.

I feel that more TrT programs should be provided. Maybe more personnel solicited from the fire department to participate in preparing the classes in order to expedite them.

We need to develop and deliver courses at NFA for the "best of the best" people in a wide variety of major interest areas. We need to "finish" a subject area (i.e., arson, public education, computers, etc.) before we jump on the next hot issue (i.e., Haz Mat, firefighter safety) area. Generally, NFA does an excellent job. You need less professional bureaucrats and consultants and more fire service professionals in staff and administration positions. (Manno, Clark, etc. are great people.) These people must relate to the fire service. When did fire service become one word and auditorium in J needs wireless remote mike system, new podium, a best-money-can-by overhead projector system with screen. Present system is a joke for this institution.

Suggest developing a standard for a physical fitness program which can eventually become mandatory. Expand regional training, expand number of adjuncts to allow for maximum travel distance of 300 miles.

New courses: budget preparation, presentation, and maintaining. Wellness in fitness, substance abuse, and stress. Key in on prevention, recognition, and treatment. Management skill to handle employees.

Standardization at all levels in the fire service. Fire department. Budget preparation and understanding at staff levels of cities or districts (budget analyst).

I feel a target audience may be more strongly directed toward immediate change of administrators and long-range development of potential leaders. Therefore, an eventual "catch-up" would occur. Selection to these

programs should also be made with consideration of the informal organizational chart where lower rank personnel are involved in "movement" but not necessarily the authority for such movement.

Have courses for prospective officers.

Plans are ambiguous. Complete staffing up to the mandate level of 38 needed. FEMA officials should realize the tremendous damage they are doing to the country.

Properly staff and provide an income level that will maintain professional personnel to develop and deliver courses.

Once again [there is] a lack of understanding of state/federal financial relationships. On or about April 15, resources flow from the country to Washington, DC. The remainder of the year, money is supposed to flow back to the state and local governments. If you can't send money, don't send work. If we had the money to teach Haz Mat, we'd already be doing it. Also, please stop developing a curriculum with the assumption state and local fire training agencies lack competence. Find out what exists or doesn't before planning your programs. That should include existing programs, facilities, instructional staff, expertise, and funds.

The morning session was devoted to doing some work and then this afternoon we were told the programs were worked out and how we felt about them. What is going on?

Since this is the NFA why isn't there an adequate lens on the overhead projector to put a proper, legible, image on the screen in the auditorium?

Work on the basics such as the liability to communicate and to understand the basic principles relating to problem solving. Have one simple meeting to resolve it.

A body of national training representatives from the TRADE network should be identified to assist the Academy staff with guidance relative to program development and delivery. This would facilitate communication and allow for more timely and in-depth handling of NFA issues of concerns to the nation's fire service.

When you can only come once a year it sure takes a long, long time to get educated. Losing good people because of politics will surely reduce if not destroy the effectiveness and credibility of this facility.

Your programs must be modularized for local presentation under varying delivery constraints. A straight 2-week course cannot be adapted to 3-hour a week modules, but 3-hour modules can be "stacked" to create a 2-week course. Give us the flexibility to mix and match the module time (3 hrs, 2 x 3 hrs) to best fill the instructional time available. Modules also allow for curriculum modification and update without restructuring the whole program. There seems to be a certification groundswell in training at the present time. The NFA should produce a standardized (national) program and process for achieving certification from Firefighter I through officer, training instructor, prevention specialist, etc. It seems that each state is following a little different track in providing a certification process even though the same standards are being met. The Academy could and must take a leadership position in unifying the processes through a national

approach to certification testing which would assure minimum levels of testing and accreditation. Each state could then subscribe to each testing process as needed based on the Academy's materials and procedures. The Academy would produce basic training curriculum (from existing programs and new programs) and most importantly develop written and practical skill tests and testing procedures for handing off to each state.

The entire program should be geared to meeting national standards so that an entry-level person can set his goals and follow a track to achieve his needs. We also fall short in preparing our personnel for management-type positions. Areas such as budget, preparation, justification, etc. are not covered well enough.

There has been much discussion over the past 2 days concerning many aspects of fire service training but no mention of emergency medical service. While EMS training for the provider is addressed by other organizations, this is the only body addressing EMS management and

administration in the fire service. There should be an analysis to determine if the residents and one field course meets the needs of EMS officer and fire service managers with EMS programs. At several meetings of fire service EMS personnel there has been frequent discussion of the need for mass casualty training (would be good hand-off program). Is "rescue" included in any programs? While rescue techniques are hands-on, the concepts of rescue and rescue technology and training should be included in training for CO and mid-level supervisors since they supervise or administer rescue program.

I would love to be able to talk to the Academy personnel regarding a Fire Prevention Program which can be done on a local level by local personnel.

Aircraft crash rescue. Mass casualty.

I find lack of local government support and knowledge is a national problem. How can an executive officer direct without knowledge?

Not enough consideration given to instructors in the admission criteria

listed for most courses. The NFA cannot train all officers. They can have a greater impact by training more trainers with the resources being devoted now to train end-users.

In spite of comments in auditorium, NFA has provided very good classes. Most have been needed and in the right area.

Conduct management level training at Academy. Support operational training at state and local level.

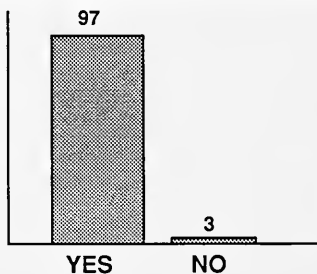
To FEMA all divisions/agencies: I would respectfully suggest the existing format for teleconferences (satellite broadcasts) be discontinued. They do not hold the interest of fire service personnel, particularly panel discussions. More "field footage" of the problem and solution would help, as would the lessening of studio discussion. I would personally prefer a short, live introduction, and a fast-moving graphic illustration of the selected topic. More action and less polite discussion. Ideally, I would like to see our conferences as fast-paced as a newscast or professional "slick" video, i.e., "American Heat."

Teleconference Survey

Attendees at TRADE '86 were asked to complete a questionnaire regarding participation in FEMA's Emergency Education Network (EENET) video teleconferences. The following summaries represent aggregate responses of all conference attendees.

Have you received information about FEMA's Emergency Education NETWORK videoconferences?

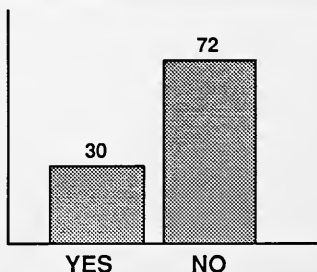
YES



Does your department/agency have its own satellite receiving station (dish)?

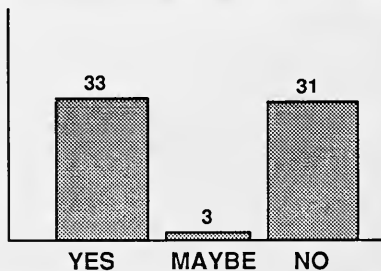
NO

(by 2-1 margin)



If not, does your department or organization intend to install a receive station in the future?

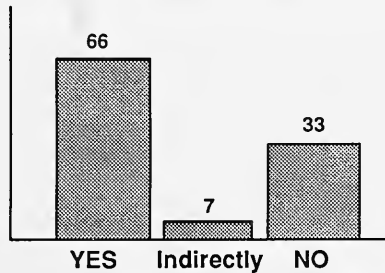
*Evenly split between
YES and NO*



Does your department/
agency receive the
broadcasts?

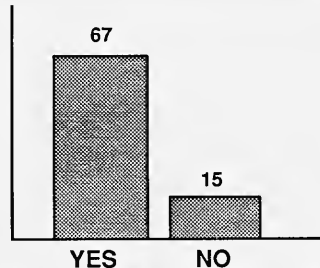
YES

(by a 2-1 margin)



If your department receives
the videoconferences, are
the sessions being taped ?

YES



If so [if the sessions are being taped]
how many people total are reached by the
program [through viewing the live broadcast
or by viewing the videotapes]?

55 responding organizations indicated
12,000 personnel reached.

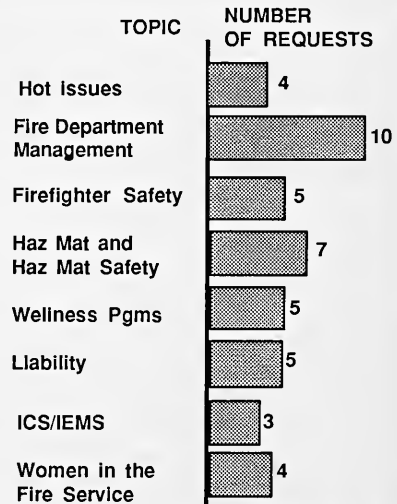
There are 184 organizations in TRADE.

What subject areas would you like FEMA videoconferences to address?

Major interests are:

-Fire department management

-Hazardous Materials



STATE CERTIFICATION PROGRAM MATRIX

STATE	FFI	ITCO	BC-N	BC-P	PIC	CIR	CBPI	VFSM	FA/D	HMPC	HMIA	RHMH	PEEP	FSSP	FSST	FRA	CFD	FSCO	EMSA	NFIRSS	TOTAL
AL*			X	X	X	X	X		X												6
AZ							X														1
AR		X					X	X					X								5
CO	X	X	X	X	X	X						X									7
CT	X						X	X	X				X							X	7
FL							X														1
ID			X	X	X	X	X				X					X					7
IL			X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		15
IA		X				X	X	X	X							X					6
IN		X	X	X	X	X	X	X	X	X	X	X	X								12
KS	X	X						X	X	X	X										6
LA	X	X					X											X			3
ME	X	X																X			3
MI	X	X	X	X	X	X		X	X	X	X	X		X	X			X			14
MO	X	X						X										X			3
NE								X		X	X	X									4
NJ		X	X	X	X	X	X	X	X	X	X	X		X	X						13
NY		X	X	X	X	X	X	X	X	X	X	X		X	X						11
OK	X	X	X	X	X	X	X	X	X	X	X	X		X	X			X	X***		11
OR	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X		X		17
TX	X		X	X	X	X	X	X	X	X	X	X	X	X	X					X	13
UT**	X				UT**		X	X	X	X	X	X									6
VA	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	19
VT																					1
WI	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				16
...																					
TOTALS	8	17	12	12	13	13	16	13	17	11	14	11	8	9	9	6	4	5	4	3	207

*All Field courses will provide one (1) college credit hour as an elective (Alabama State Fire College)

**Used in degree program (Utah Technical College at Provo)

***State identifier and course(s) adopted

****Approved by the National Registry of EMT's for Continuing Education Credit for EMT Recertification.

3/25/87

TF-NF-FP Feb. 1987

INSTRUCTIONS

A. General

- o Each participating State, Metropolitan Fire Department, U.S. Military Department and Trust Territory MUST have a National Fire Academy (NFA) trained instructor or an instructor trained by an Academy trained instructor for each course for which manuals are requested in order to be eligible to receive free student manuals.
- o Multiple course titles may be requested on each Request Form. Requests for student manuals, including up to a six month supply for each organization, are encouraged.
- o These forms may be reproduced locally by participating organizations or may be obtained by writing or calling:

Field Programs Division
National Fire Academy
16825 South Seton Avenue
Emmitsburg, Maryland 21727-8995
(301) 447-1000

- o Each request should be prepared to reach the NFA NO LATER THAN 45 DAYS BEFORE the manuals are required for the earliest scheduled class.

B. Preparation Steps

- Block 1. Self explanatory.
- Block 2. List the earliest date any manual on the Request is required for a class being taught. SHIPPING TIME REQUIRED IS A MINIMUM OF 45 DAYS FROM THE DATE THE REQUEST IS RECEIVED BY THE ACADEMY.
- Block 3. Leave blank.
- Block 4. The address where this form is to be sent.
- Block 5. Complete mailing address of the location to which the manuals are to be sent, to include "ATTN:" of an individual.
- Block 6. Complete title of each manual required and the number of each.
- Block 7. Typed/printed name of the Requestor. Requestor must be the authorized, designated representative of the participating organization.
- Block 8. Signature of the Requestor and DATE OF THE REQUEST.

TF-NF-FP Feb. 1987

Appendix: Course Information Data Postcard

FEDERAL EMERGENCY MANAGEMENT AGENCY COURSE INFORMATION DATA		
COURSE TITLE _____		
DATE(S) HELD _____		
LOCATION (City and State) _____		
INSTRUCTOR _____	NUMBER OF STUDENTS IN CLASS _____	
INSTRUCTOR'S EMPLOYMENT AFFILIATION _____		PHONE (Include area code) _____
STUDENT BREAKDOWN (Give number of students in each category)		
____ CAREER	____ VOLUNTEER	____ OTHER (Specify) _____
INSTRUCTOR'S COMMENTS _____		
FEMA Form 13 - 16, MAY 84		
EDITION OF APR 82 IS OBSOLETE		

<p>Federal Emergency Management Agency National Emergency Training Center Emmitsburg, Maryland 21727</p> <p>Official Business Penalty for Private Use, \$300</p>		<div>NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES</div> 
<div>BUSINESS REPLY CARD FIRST CLASS PERMIT NO. 11989 Washington, D. C.</div> <p>Postage Will Be Paid by Federal Emergency Management Agency</p> <p>Deputy Superintendent Field Programs Division National Emergency Training Center National Fire Academy 16825 South Seton Avenue Emmitsburg, Maryland 21727-9985</p>		



